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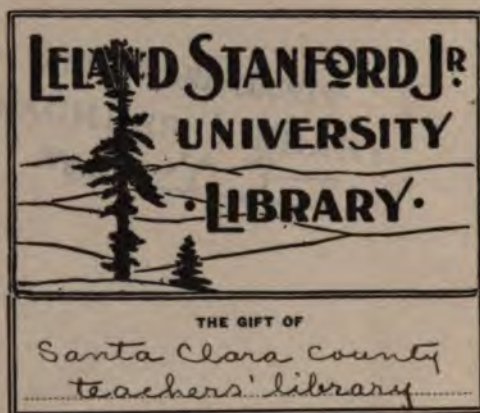
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WHAT SHALL OUR PUBLIC SCHOOLS TEACH?

DURING the past year several notable articles appeared in *The Forum* on "What Shall the Public Schools Teach?" These articles attracted great attention because of the eminent standing of the writers, representing, as they do, the bar, the clergy and men of affairs, and also because of their marked ability and of the earnest convictions which they represent. Since they embody the thoughts of men of widely differing opinions, and so cannot all be accepted by our readers, still they deserve our careful attention because, however much we may differ from them, still we must remember that each writer has a clientage sufficiently large to render their statements worthy of our serious consideration. Realizing that many of our readers have not had access to these articles, we have obtained permission from the proprietors of *The Forum* to publish extracts from them. The first selection is by the Rev. C. H.

Parkhurst :—

"In order to the common weal there are, in general, four things that an adult, man or woman, ought to know; four things, therefore, that the state ought to see that its children have a fair opportunity to learn, viz.: to think, to work, to behave, and to love their country. What we have to say to the question submitted to us in this paper will fall conveniently under these four heads.

"First. Public schools ought to teach children to think. Whether in a mill-pond or in the swim of life, it is a man's head that must be kept above water if his whole body will be saved from drowning. Brain has the ascendant. Wits will win. Ideas, practical ideas, are the best 'state aid.' Notwithstanding the golden rule, existence has to be struggled for and won by a square fight. As much as that is taught

us by our Bibles and pulpits in reference to the world to come; observation and experience teach us the same thing in relation to the life here. Calvinism is Darwinism on its celestial side and forward end. A teacher is not in condition to appreciate his own office till he understands that the chances of success are against the great majority of the pupils, that a difference of one distinct practical idea may turn the scale between rise and ruin, and that ignorant people will be the meat on which intelligent people will feed, the puppets which they will work and make jump to their pull.

"Secondly. Public schools ought to teach children to work. The transition from the first head to the second is easy. Our thoughts here will be dominated by the same idea of practical adaptation. We have to deal now with the matter of industrial education. The thoughts of practical educators at home and abroad are being strongly turned in this channel. In our own country a pronounced sentiment in its behalf is beginning to appear. This can be accounted for on two grounds. Education of the hand is one of the readiest means of mental discipline. Act induces mental energization and concentration; it operates upon scattered and straggling thoughts something as a drum-beat does at the head of a regiment—gathers them and gives them nerve. A boy who is working with his mind and hand both, will think twice as fast and twice as hard as when he is working with his head alone. If I may be excused the personal allusion, I hardly expect my own brain will move till I get a pen between my fingers and a drop of ink on the end of it. It operates in the same way as a master whistling to his dog. Habit has something to do with it, but there is in it an element beside habit. Thoughts like some kind of thread to string themselves upon. A boy would rather *do* something than *think* something. If, therefore, his hand can be got to work, it will coax his mind along after it, and presently the two will be found pulling on the opposite sides of the same pole.

"Thirdly. Public schools ought to teach children to behave. Here we shall touch matters that are perplexing and disputed. I have done all that I am asked to do when I state them as they seem to me. It is quite as much for the interest of the state that men and women should be good as that they should be intelligent. It will not answer for us to relax for an instant our hold upon the principle, that it is the civic and not the personal value of goodness that concerns us here. The state has no more 'heart' for individual integrity than for individual skill or individual wits. It has no interest in saintliness, and will not lend itself to the work of producing or fostering it; but it is interested in morality, for the reason that morality is the only guarantee of national stability. Nations do not fall because they are poor, but because they are corrupt. It was Roman virtue that conquered Greek luxury and effeminacy. Spanish gold was no match for Dutch moral grit. The brighter a boy, the worse rascal, unless he has a conscience. Pluck from any archangel his moral sense, and you have another Satan. The trouble with the devil is that he is so astute. Integrity puts a yoke on the neck of genius and bits between its teeth. Honesty constitutes the

vertebral column of a community, as of an individual, and the state must promote it, not because it loves vertebræ, but because it prizes vigor. The robustness of a community will vary largely with the mutual confidence of its members, and without integrity there is no bottom in which the anchor of confidence will hold. Honesty has to be the rule of business as much as the plumb-line has to be the rule of architecture, and for very much the same reason, because everything would go to pieces if it were not.

"The prime factor in this department of training must be the personal integrity of the teacher. Young characters, like young magnets, are developed largely by induction. Next to this will be the patient reiteration of ethical rules. To some extent boys and girls will learn to behave much as they learn to recite the multiplication table. A good deal of what we are pleased to call our goodness is only another name for methods of behaving that have been wrought into habits by inculcation.

"Fourthly. Public schools ought to teach children to love their country. This obligation is particularly urgent at such a time as this, when there are so many coming among us whose prime interest in this country is a good deal like the interest with which a burglar regards the bank he is trying to crack, or that a lawyer feels in the estate he is attempting to settle. One of the most solemn questions an American can put to himself is, whether we have sufficient national vitality to assimilate, to Americanize, all the adventitious material that is now being thrown into the national man. If ever a country was in danger of dying of dyspepsia, ours is. An adult foreigner is not easily masticated, salivated, and digested. It is hard teaching an old person new loves and loyalties. Our hopes must center in the children. As said before, the school is the national stomach. Our public schools must be the nurseries of young patriotism; they are our best Americanizing machinery."

Judge R. C. Pitman writes as follows:—

"I am not, then, departing from a strictly practical answer to the question, 'What shall the public schools teach?' when I say, above all things, the love of truth itself. The teacher who cannot inspire his pupils with this must confess himself to be a failure. The intellectual love of truth, no doubt, has some affinity to the passion for it as a moral principle. Integrity of mind tends toward integrity of life. But the state cannot afford to rely upon such tendencies. It needs good citizens even more than it needs intelligent citizens, and it must directly strike for the former. Any system of instruction which ignores either ethics or religion is fatally defective. Whatever a coterie of modern theorists may say in support of such a system, the experience and judgment of mankind is overwhelmingly against them.

"Every thoughtful observer or careful thinker arrives at the conclusion that we cannot safely rely on the culture of the intellect alone. It was the complaint of Montaigne, the skeptic, centuries ago, that the system of education in vogue had the fault of overestimating the intel-

lect and rejecting morality; and it may be remembered that when Herbert Spencer was in this country, he declared that knowledge alone could not be relied on to secure the purification of politics. That 'it is essentially a question of character, and only in a secondary way a question of knowledge. Not a lack of information, but lack of certain moral sentiments, is the root of the evil.' But surely we do not need the authority of great names to assure us that the honest laborer who can neither read nor write, but who has the sense of duty in his heart, is a better citizen than the accomplished scholar who has blunted his conscience and sharpened his wits, so that he can swindle his fellows out of a fortune.

"I may be told that, however necessary moral teaching may be, it is the duty of the home, and that the school may be excused from it. But I reply that, if the state owes each child it assumes to educate a moral, as well as a mental, training, it cannot rightfully rely on the performance of this duty by others; that the children who come from the worst homes, where no such instruction is thought of, need it most; that even in homes where it is theoretically valued, business, cares, or pleasures practically shut it out; and, besides all this, while I would not underestimate either the absolute or the relative worth of home teaching, the teaching of the school supplements the best work of parents, with advantages of its own.

"Can we teach ethics without religion? Probably. I say probably, because there is not much experimental proof. We hear more than we see of that kind of teaching. But we cannot teach with authority; we cannot teach with impressiveness, without thought of Him who is the Absolute Right. The peculiarity of Christianity itself is not in the revelation of new ethical truth, but in bringing to us that new sense of God, and of our relation to Him, which makes the idea of duty regnant in the heart. Matthew Arnold very inadequately defines religion as 'morality touched with emotion.' But although it is much more, it is that; and without religion morality has neither emotion nor motion. It will stay in the text-book.

"And so, coming to the heart of the problem, I say that I would have religion taught as part of our public education. What religion? The only religion that is a part of the common law, the only religion that permeates our literature, and the religion that is related to all our modern civilization—Christianity. But it should be the Christianity of Christ, not that of sects; the Christianity which, in its practical aspects, is fitted to be the universal religion of mankind; which appeals, as did the Master, for its test to the common judgment of what is right.

"Can the public school teach such a common Christianity? It were indeed a scandal to our religion if there were no ground upon which its nominal adherents could stand together. Can it be that our schools must be left pagan because we are sectarian? Such a conclusion is repulsive to the common sense of the community. All the tendencies of the age are toward breadth and unity. I think there are but very few who call themselves Christians who would prefer that our schools should be godless rather than that they should confine themselves to

the Lord's Prayer as their liturgy, the Two Great Commandments as the rule of holy living, and the doctrines of the Sermon on the Mount as the inspiration and comfort of the soul. I would have the state, then, in this spirit, undertake the work of religious training in three ways.

"First. Let the sentiment of worship be cultivated by opening the schools with the Lord's Prayer (in which, however, the children should not be required to join), followed by some classic hymn of pure devotion. I would connect with this some reading of selected Scriptures. The teacher who lacks either the head or the heart to render this simple service impressive is out of his place.

"Secondly. I would have attention paid to the Bible as literature. The modern neglect of this book in our common and in our higher education is discreditable. Mulford, in his work, 'The Nation,' says: 'The Bible has been removed from the course of study in universities, and then from academies, and has no place, corresponding simply, as a history and literature, to the history and literature of Greece and Rome;' and he well adds that 'this is the result, in part, of the principle which has referred it exclusively to the sphere of the dogmatist and the ecclesiast.' It is clearly a misfortune that the memory of the young people of to-day is not so richly stored as that of the old with immortal passages of Scripture. Considered merely as literature, what is there to equal them?

"Thirdly. Due place should be given to the study of ethics. This, for practical purposes, is well defined as that science 'which teaches men their duty, and the reasons of it.' Merely as a matter of intellectual discipline it is of great value, as training the power of moral reasoning, which is of far more value than that of mathematical, in the conduct of life. Without dwelling upon this, it would seem to require no argument to prove that a serious gap would be left in any education which had no teaching of the truths relating to character and to moral obligation. Nor does the contention of a few, that, because some points in ethics are subjects of controversy, we should teach nothing, deserve much notice. Ethics has been studied by the subtlest intellects of the world thousands of years in advance of modern science, and the latter has more disputable and unsettled propositions.

"I have no occasion to consider whether the pulpit of the day gives sufficient importance and emphasis to ethical culture. I say nothing as to the relative influence, in this direction, of its teaching, and of that of the school. But I fear the statistics as to the number of children availing themselves of such ethical instruction would be startling. Beyond this there is the further consideration that, while the pulpit has certain advantages of its own in the impressiveness of its teaching, the school also has its advantages. To many minds the great ethical truths are made more real if they are taught as the verities of physics are taught. Thus they take rank with the laws of nature in their absoluteness and uniformity."

SWEET OIL and putty powder, followed by soap and water, are efficient means for brightening brass and copper.

## READING AND CONVERSATION.

## A STUDY IN ELOCUTION.

Into whatever company we enter it is seldom that a good conversationalist is found, and the cause of so much meaningless and characterless talk may be traced to its original source in the schoolroom.

The schoolroom is, or should be, the workshop where the highest and noblest sentiments are cultivated and perfected; but it is a sorrowful thought that the majority of scholars are destined to lead wasted, and even wanton, lives, because teachers are either unqualified by disposition and training for their positions, or are culpably negligent in their responsibilities.

One of the gravest faults of which the teacher is guilty in this respect is allowing the scholar to imperfectly articulate his words in reading or speaking, without any sense or neglect of duty on the teacher's part.

As a teacher of elocution for a number of years, I can safely say that seventy-five per cent. of scholars can, by judicious work, be made to speak in that chaste and delightful manner displayed by Mrs. Julia Ward Howe and Miss Kate Field; in fact, that the "art of conversation" need not be a lost art, as it now is.

The development of the intellect and moral sentiments; the perfection of the exterior characteristics of refinement; the preparation of the scholar for a future position in the world of work and progress, can be better attained by proper courses of reading and speaking than by any other branch of primary education.

Words are the signs of ideas, and reading should be considered, in the first place, the art of associating the ideas with the symbols; and, secondly, the art of *expressing* those ideas in an intelligent way.

The teacher, then, should, as early as he can, by close observation of each pupil respectively, teach the scholar how to grasp the essential thought which the word or words contain. The scholar should be taught to speak each word distinctly, by example, and the explanation of the vocal organisation. He should not be allowed to mumble or "slur" his words; final consonants should receive their full power, proper pronunciation be judiciously guarded, and improper intonation corrected. A fluent and dignified style of reading and speaking will thus be acquired; and our youth will aspire to the reading of good and

thoughtful books, to the exclusion of that trashy mass of literature now, alas, so greedily devoured. Our teachers are responsible for this, by allowing their scholars to acquire a negligent manner of utterance, and preparing their excitable and thoughtless minds for the reception of all kinds of impurity.

As "Apt alliteration's artful aid" is a great factor in the acquirement of the reading art, I offer the following examples for the study of both teachers and scholars; no doubt some of them will be "tongue twisters," but by slowly and persistently uttering them they may be mastered:—

"Amos Ames, an amiable aeronaut, aided in an aerial enterprise at the age of eighty-eight."

"A white bootblack agreed to black a black bootblack's boots, and the black bootblack being willing to have his boots blacked by the white bootblack, the white bootblack blacked the black bootblack's boots."

"A cup of coffee in a copper coffee cup."

"Fanny Finch fried five floundering fish for Francis Fowler's father."

"Gaze on the gay gray brigade."

"Henry Hingham has hung his harp on the hook where he hitherto hung his hopes."

"Obtain all opportunities of obliterating obnoxious ostentations."

"Peter Piper picked a peck of pickled peppers," etc.

"Quixote Quixite quizzed a queerish quidbox. Where is the queerish quidbox Quixote Quixite quizzed?"

"Robert Rowley rolled a round roll round," etc."

"I say, Sarah, should such a shapely sash shabby stitches show?"

"A San Francisco strategist shovelled the soft snow slowly."

"When a twister a-twisting would twist him a twist,  
For twisting a twist three twists will be twist;  
But if one of the twists untwists from the twist,  
The twist thus untwisting untwisteth the twist."

"I say that that, that that *that* that that that that man said was the right that."

"He said that *that that* that *that* man said was not *that* that that he should have said, but that *that that* that that man said was *that that that that* man should not have said."

"Theophilus Thistle, the successful thistle-sifter, in sifting a sieveful of unsifted thistles, thrust three thousand thistles through his thumb. If, then, Theophilus Thistle thrust three thousand thistles through his thumb, see that how, in sifting a sieveful of unsifted thistles, thrust not three thousand thistles through thy thumb."

"Wisbeach woods were white with wild flowers; warm, westerly winds whispered where willows were waving; where wood pigeons, wrens, woodpeckers were warbling. Wholly without warning, wild wet winds woke within wisbeach woods, whistling where Winifred

wandered with Walter; weeping willows were wailing, waging war with wind-tossed waters."

"I like white vinegar with veal very well."

The above will be found of great benefit in acquiring a command of the vocal organs. Many familiar ones have been omitted, such as "She sells sea shells;" "The sea ceaseth and it sufficeth us," etc.; but because they are omitted here they should not be neglected. Every imaginable connection of words should be brought to bear on the organs of speech.

The following composition was placed before some teachers, and a prize of a Webster's Dictionary offered to any one who read and pronounced it correctly. Not one of the teachers had less than twelve mistakes. How many San Franciscan teachers can reduce that number?—

"A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good his deficit resolved to ally himself to a comely, lenient and docile young lady of the Malay or Caucasian race. He accordingly purchased a calliope and coral necklace of a chameleon hue, and securing a suite of rooms at a principal hotel, he engaged the head waiter as a coadjutor. He then dispatched a letter of the most unexceptional caligraphy extant, inviting the young lady to a matinee. She revolted at the idea, refused to consider herself sacrificable to his desires, and sent a polite note of refusal; on receiving which, he procured a carbine and bowie knife, said that he would not now forge letters hymeneal with the queen, went to an isolated spot, severed his jugular vein, and discharged the contents of the carbine into his abdomen. The debris was removed by the coroner."

I hope that a renewed and continued endeavor will be made to give to our scholars a thorough course of instruction in the reading art, so that the ironical sense of the following schoolroom *jeu d'esprit* may never find realisation:—"Professor," said a graduate who was leaving school, "I am indebted to you for all I know." "Pray don't mention such a trifle," unwittingly said the professor.

R. PERCY FREEMAN.

THOMAS A. EDISON is ill again from overwork. "B. B.," in the *Epoch*, says that he has for months past been working literally night and day at his various inventions, the phonograph naturally monopolizing the greater part of his time, and he has ended with an attack of acute dyspepsia, so severe that he has been compelled to run away from the many temptations toward over-exertion which beset him within sight of his laboratory.

*A DULL BOY.*

My class in arithmetic had been through the third part when I took charge of the school, so I thought I would have them begin with percentage. They all got along very well except a "dull boy," who seemed listless and indifferent. When I or some member of the class was talking, he was generally looking out of the window or drearily scanning the walls of the schoolroom. He seemed bright enough to talk with, and was pleasant and agreeable to his schoolmate, but apparently he could not learn. I began to study him. How can I reach him? was the question I put to myself incessantly.

I happened about this time to see one of the directors of my school. During the course of a conversation with him, he asked me how J. W. was getting on. "Very well," I answered, "only he doesn't take hold of arithmetic very readily." "That boy cares for nothing but dogs, steel traps and guns," was the answer, "unless it's his father's sheep and, indeed, animals in general. He is bright enough, but has no taste for books, especially arithmetic." How very strange that was to me—bright enough, but has no taste for books. What are books? Why should a bright boy care for guns and dogs and not care for books?

Now I had given some study to psychology, and I tried to see if it would throw any light on the question. I remembered that my instructor had told us that "We must begin with what interests our pupils." But how could I begin to teach percentage with gun and dog? At the next recitation I found that all the class had done the work assigned them except J. W. I requested the entire class to lay aside their books and go to the blackboard. I gave them a problem something like this: If a boy sees 40 rabbits and his dog catches 5 per cent., how many get away? There was a broad "grin" on the face of the dull boy, but he was evidently interested—he made a real effort. I gave them another: A boy caught 75 opossums and gave 40 per cent. of them to his brother, how many did his brother receive? How many did he have left? The "dull boy" was the first to commence—it was evident that he was thinking. The boy next to him offered to help him, but he declined—he said he didn't need any help. I spent the entire time giving them problems about rabbits, opossums, dogs and the like. During the day I wrote a lot of problems of the same kind

on the board for the class to copy. The dull boy was the first to begin, and so eager was he that I was obliged to ask him to stop and give his attention to other lessons. The next morning he came to me before school time to show me his work. Some of his answers were in fractions of rabbits and coons, but that only added to his fun. I felt that I was on the right track, and by degrees I substituted money for sheep, rabbits, etc., in his problems, and in a very short time he held a respectable place in his class. This "dull boy" had become a bright, thinking boy. He had been a dull boy, but whose fault was it? How often we hear the remark, "He is a bright boy, but he doesn't care anything about books." Is it the boy's fault? No, it is the fault of his teacher, whose business it is to make his work interesting. If boys and girls did not need teachers to make their work interesting, they could get along without them altogether. The great task of the teacher is to create in his pupils an interest in their work. If he wishes to accomplish this he must make them a study, he must try to connect the work of the school with what interests them already. C. H. PORTER.

#### *A BLOW AT A FETICH.*

Educators in this country will read with deep interest the striking contribution to educational literature in the current number of the "Nineteenth Century," which takes the form of a protest against the great place given to competitive examinations in England, and is signed by more than four hundred of the most eminent men and women in intellectual life in the country. Short articles enforcing the special points of the protest are printed from Max Muller, the historian Freeman, and Frederic Harrison. Probably never before in the history of education have so many persons, whose training and distinction entitle their judgment to the highest consideration, united in a searching criticism of a leading feature of contemporary teaching. Never before, certainly, has so vigorous an onslaught been made on the examination system, that fetich of School Superintendents and Boards, and of not a few teachers. Absolute faith in a mechanical system of cramming and examinations has become a part of the creed of many directors of our school system, and, in the interests of the better education of American children, the protest in the "Nineteenth Century" cannot be too widely read.

The signers of this remarkable article attack the competitive exami-

tion, as now employed in the English schools, on various grounds. They point out the dangerous mental pressure which it puts upon pupils of all ages and schools of all grades, from the lowest elementary schools to the universities. The result of this vast and concerted mechanical effort to cover a fixed amount of ground within a definite period on the part of all children, without reference to differences of physique and mental endowment, produces the most disastrous physical results. It involves an unnatural and dangerous strain, which absorbs the vital energy of the child at a time when only a part of that energy ought to be used in its mental development; it fosters precocity at the expense of sound and permanent strength at a later period; and it produces a brain irritation which stimulates the most disastrous physical tendencies among young children. Under this system the great body of pupils, instead of growing naturally and healthfully, are exposed to an overstimulus which develops, instead of repose, excitement; instead of sound growth, abnormal activity; and instead of real education, a mechanical cramming of information.

Its influence upon the character of education imparted is not less unfortunate. It deprives the teacher of that personal power which is the great source of sound instruction; it makes the pupil mechanical where he ought to be spontaneous; and instead of fostering a true intellectual spirit it develops a narrow and barren ambition to secure certain purely mechanical results. In a word, it despoils the educative system of those spontaneous and personal elements which are the foremost and only really vital forces in the development of mind. Mechanical memorizing takes the place of a real exercise of the intellectual powers; formal answers are substituted for the results of individual thinking; a near and factitious aim is substituted for a remote and inspiring one. The desire to get knowledge for the love of it, the opening of the mind to a sense of wonder and joy at the marvels which surround it, the consciousness of a great world of mystery, and the power to assimilate and comprehend it, are destroyed by the Government's stamp affixed upon every course of study and upon the mind of every pupil. At the very beginning of the journey attention is diverted from its real end, and the feet of the young pupil are set aside at the very time when they most need wise direction.

The system which involves such enormous loss to the pupil involves equal loss to the instructor. The born teacher frets and fumes against the iron bars which inclose him, and ends in despair by becoming as mechanical as most of his co-educationists; instead of pouring himself out as a personal force he finds himself the mere director of a machine,

a superior mechanic whose personal skill is lost in the great shop in which he is a mere director. Under the influence of this system teachers lose faith in themselves, efface their personalities, and sink into the position of their own text-books.

The examination is a good educational servant, but the worst of all educational masters. It is the most useful of instruments in the hand of a good teacher, but set over the teacher it is a tyrant whose rule is the end of all vitality and freshness. What is needed is, not an entire abandonment of the examination system, but a revision of its methods and its subordination to certain other and more helpful instrumentalities. It serves an excellent purpose in its place, but when it is taken out of this position of servitude and made the master of a school, it develops at once its inadequacy, on the one hand, to secure the soundest training, and its tendency, on the other, to destroy the true intellectual life.

This indictment contains a large measure of truth, and needs to be read with a special care in this country, where this mechanical system of examination has grown to monstrous size. In this city, especially, this protest ought to be a handwriting on the wall, for we have here a vast system of mechanism in place of a system of inspiring and healthy instruction. Teachers and pupils are alike under the iron rule of a set of examinations and a method of cramming which are taking the life out of both.—*A. S. C. in Christian Union.*

THE POSITIONS of teachers in public schools should not be dependent upon the favor of School Boards. The system of annual elections is bad. Teachers should be given positions on a system of probation, and when once established, they should not be subject to removal save for cause and upon a fair trial, with right of defense by attorney or in person. It is a wrong and an outrage that hundreds of teachers are compelled to live in fear and trembling lest they lose their position through some political change in the composition of School Boards, or mere personal favoritism. San Francisco's school department, notorious as it is for jobbery of every sort, has this redeeming feature, that a teacher can be removed from his or her position save for sufficient specified causes, such as incompetence, bad behavior, or insubordination. In this respect the city sets a good example to the interior.—*Marysville Appeal.*

THE man who sits down and waits to be appreciated will find himself among uncalled-for baggage after the limited express train has gone by.—*Whitchall Times.*

## HOW THE PRESIDENT OF THE UNITED STATES IS CHOSEN.

The people in each State choose a number of men called Electors. Of these there are as many as the State sends Senators and Representatives to Congress. No Senator, or Representative, or person holding any office of trust or profit under the United States, can be an elector. A law requires electors to be chosen in all the States on the Tuesday next after the first Monday in November. The Electors meet in their respective States, usually in the capital, and vote by ballot for President. This ballot is cast in all the States on the first Wednesday in December. The electors make three lists, each containing the names of the persons voted for, and the number of votes for each, signed by all the electors and sealed. They appoint a person to carry one list to the President of the Senate; another list is sent by mail to the same officer; and the third is delivered to the Judge of the U. S. Court for the district in which the electors meet.

If any State fails to send a list of votes by the first Wednesday in January, a messenger is sent for the one in the hands of the District Judge.

The two Houses of Congress meet as one body on the second Wednesday in February, and the President of the Senate opens the certified lists. The votes are counted by tellers, and the person having a majority of the whole number of electors is declared elected. If no person has such majority, then the Representatives proceed at once to choose a President. When this duty devolves upon the House two-thirds of the States must be represented. The voting is by ballot and by States, each State having one vote; and a majority of the States is required for election. The House must choose one of three persons having the greatest number of electoral votes. The balloting of the House may continue until the 4th of March following; if then no choice is made the Vice-President assumes the duty of President.

The Vice President is chosen in a similar way, at the same time, and the lists are sent with the lists for President; if no person has the required majority, the Senate proceeds at once to choose a Vice-President from the two persons having the highest number of votes.—*P. P. F. in The Fountain.*

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Teach self-denial and make its practice pleasurable and you create for the world a destiny more sublime than ever issued from the brain of the wildest dreamer.—*Walter Scott.*

## EXPRESSIONS TO BE AVOIDED.

The following note by Prof. Cook to the editor of *The Academy*, will be of interest to our readers :

A paragraph is going the rounds of the newspapers, purporting to be a list of "words, phrases and expressions to be avoided," and ascribed to the professor of English Literature at Wellesley College. I last saw it in the *Christian Union* of October 4th, credited to the *Boston Transcript*. Among the phrases placed in this *Index Expurgatorius* is our old friend "had rather," and several others sanctioned by good usage. At the risk of performing a work of supererogation, may I be permitted to point out a few of these admissible expressions, together with an authority upon which each rests?

"Guess, for suppose or think." But the Imperial Dictionary has, as its fifth meaning under this verb, 'to think, to suppose, to imagine,' supported by two quotations from Shakespeare.

"Ride and Drive, interchangeably (Americanism.)" The Imperial Dictionary, s. v. *ride*, second meaning, has 'to travel or be carried in a vehicle, as to ride in a carriage, wagon, or the like,' Macaulay being the authority; and under the intransitive verb *drive*, third meaning, has 'to go in a carriage, to travel in a vehicle drawn by horses or other animals.'

"Some ten days, for about ten days." Imp. Dict. s. v. *some*, fifth meaning: "used before a word of number, with the sense of about or near."

"Try an experiment, for make an experiment." Imp. Dict. s. v. *try*, tenth meaning: 'to essay, to attempt, to undertake,' on the authority of Milton.

"Had rather, for would rather; had better, for would better." Matzner's *Englische Grammatik*, III. 7.-8, where quotations are given from Goldsmith, Marlowe, Shakespeare, Milton, Cowper, and others, and where its ancestry is traced back to Middle English.

"Promise, for assure." Imp. Dict. s. v. *promise*; '*I promise you*, I declare to you, I assure you,' on the authority of Shakespeare.

"Try and do, for try to do; try and go, for try to go." Phil. Soc. Eng. Dict. s. v. *and*, tenth use; 'connecting two verbs, the latter of which would logically be in the infinitive, *esp.* after *go*, *come*, *send*, *try*; familiarly and dialectally after various others.' This use is authorized by examples quoted from Milton, Johnson, Jevons, and others.

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"Funny, for odd or unusual." Imp. Dict. s. v. *funny*, second meaning: 'causing surprise, strange, wonderful.' This, however, is noted as colloquial.

"Above, for foregoing, more than, or beyond." Phil. Soc. Eng. Dict. s. v. *above*, A. 4, C. 1, for the sense of 'foregoing'; B. 8, for the sense of 'more than'; B. 7, for the sense of 'beyond.'

"Somebody else's, for somebody else." Oliphant's New English, II. 208; '*somebody else's* may be found in Dickens about 1840.' I have myself noted it in Thackeray, but have misplaced the reference.

"Taste and smell of, when used transitively. Illustration: We taste a dish which tastes of pepper. Imp. Dict. s. v. *taste*, v. i., first meaning, with quotations from Knolles and Milton.

"Healthy, for wholesome." Imp. Dict. s. v. *healthy*, second meaning: 'conducive to health, wholesome, salubrious,' with quotations from Locke.

"Just as soon, for just as lief." Imp. Dict. s. v. *soon*, fourth meaning, the quotation being from Addison: '*would as soon* see a river winding among woods or in meadows, as when it is tossed up in many whimsical figures at Versailles.

Is it not about time that those who assume to law down the law for English should know the language they profess to teach?

Nov. 19, 1888.

ALBERT S. COOK,  
University of California.

MEETING OF THE COUNTY SCHOOL SUPERINTENDENTS.

The Biennial Convention of County School Superintendents of California was called to order in the chambers of the Supreme Court, Dec. 22d, at 10:30 o'clock A. M., by State Superintendent Ira G. Hoitt. Superintendent Valentine of Tehama was elected Secretary, and Miss Myra Parks of Lassen county, Assistant Secretary. Upon the roll of County Superintendents being called, eighteen responded.

State Superintendent Hoitt stated the object of the meeting was to discuss needed amendments to the State School Law. He suggested that a conference be held with the Legislative Committee of the State Teachers' Association, which would assemble in Sacramento Dec. 26th. He also stated that it is the opinion of the Attorney General, that County Boards of Supervisors must allow the actual traveling expenses of County Superintendents during their attendance at the Convention.

A motion prevailed that it is the sense of this Convention that the Constitution of the State be so amended as to make the President of the State University a member *ex-officio* of the State Board of Education.

It was decided that the sections of the School Law be taken up *seriatim* for consideration. A full discussion of the State School Law was thus inaugurated and many amendendments recommended, some of minor importance, but several of great interest to teachers and school officers. It is impossible for us to give at the present time a complete list of these recommendations and the discussions they elicited; we will simply note a few of the most important. They recommended that—

The Legislature be requested to appropriate the sum of \$5,000 to enable the State Board of Education to have prepared by competent architects, plans for school buildings, and to have the same printed and bound.

Sections 1612 and 1618 be stricken out.

Section 1665 be amended by adding "Civil Government."

Teachers be required to place in the School Register a report showing program, classification and grading of all pupils who have attended school at any time during the year.

Trustees be permitted to buy only such books and apparatus as have been adopted by the County Board of Education.

Trustees and City Boards of Education be authorized to expend moneys for books for supplementary reading.

County Boards of Education grant special certificates good for three years, which shall enable the holder thereof to teach penmanship, drawing, music, or elocution.

Applicants for Teachers' Certificates of the Second Grade be required to pass an examination in school law, industrial drawing, physiology, entomology, civil government, book-keeping and vocal music.

Article seventeen be stricken out.

The recommendations of the State Superintendent in his Biennial Report, concerning free text books, reform and manual training schools, county high schools, arbor day, school accommodations, text books on civil government, and reports from private schools, be endorsed.

The County Superintendents be authorized to nominate, and the Board of Supervisors elect, persons for the Board of Education.

County Superintendents be paid actual traveling expenses.

County Superintendents calculate the amount of school money needed at \$600 per teacher, instead of \$500, and \$4 for each census child instead of \$3.

The State Board of Education be requested to prepare a course

of study to be used in the ungraded schools of the State ; also to recommend a course in supplementary reading.

The following resolutions were proposed and adopted :

*Resolved*, That a vote of thanks be tendered to State Superintendent Ira G. Hoitt for the uniform courtesy with which he has presided over the deliberations of this Convention, and for the deep interest which he has manifested in all matters pertaining to the improvement of the educational system of the State.

*Resolved*, That this Convention tender their thanks to Deputy State Superintendent Mrs. Julia B. Hoitt, to clerks H. A. Moses and W. F. Parnell, and to the officials of the various State Departments, for courtesies extended ; also to the Secretary and assistants for their efficient services.

The entire session of the County Superintendents was marked by earnestness and careful deliberation, and cannot but be productive of good.

#### CALIFORNIA STATE TEACHERS' ASSOCIATION.

The California State Teachers' Association convened in the Assembly Chamber of the State Capitol, Wednesday afternoon, Dec. 26th.

Professor Albert Cook, President of the Association, called to order, and Miss Mary E. Morrison of San Francisco, took her place at the Secretary's desk.

The following committees were appointed :

On Nominations—J. B. McChesney, of Oakland ; E. T. Pierce, of Pasadena ; A. J. Tiffany, Nevada ; D. C. Clark, Santa Cruz ; Chas. H. Murphy, Tulare ; Dr. W. B. Howard, Stanislaus ; Miss Harriet McCormack, Sacramento ; Miss Myra Parks, Lassen ; F. E. Kennedy, San Francisco.

On Place of Meeting—Ira G. Hoitt, State Superintendent ; A. L. Mann, San Francisco ; Job Wood, Jr., Monterey ; W. W. Seaman, Los Angeles ; P. M. Fisher, Oakland.

On Resolutions—Madison Babcock, San Francisco ; E. C. Atkinson, Sacramento ; G. C. Edwards, Berkeley ; Jos. O'Connor, San Francisco ; Mrs. A. L. Mann, San Francisco.

The Convention then adjourned to 8 p. m.

The Association re-assembled at 8 p. m. with J. H. Pond, Principal of the Sacramento High School, in the chair. The exercises of the evening were in the nature of a reception, tendered to the Association by the Governor of the State and the Mayor of Sacramento. After

appropriate opening exercises. Governor Waterman delivered the following address of welcome :

*Mr. President, Ladies and Gentlemen of Glorious Undivided California*—It becomes my duty and pleasure to welcome you to the hospitalities of this city. We hope you will visit our Art Gallery and Old Ladies Home, the gift of that noble patriotic lady, Mrs. E. B. Crocker, and our machine shops, showing the enterprise of our railroad people, where they give employment to about 2,800 men and boys; our State Capitol and grounds; our State Library, containing about 60,000 volumes, and costing the State about \$750,000; our State Printing Office and Book Bindery, which is said to be one of the best in the United States; our City Library, on I street, containing many thousand volumes, and many other places of interest, all of which you are cordially invited to visit. You meet to exchange views and ideas of teaching, and many of you will offer improvements in your modes of teaching. It would seem that the science of teaching is now almost perfect, yet there will be many improvements made and adopted every passing year.

As Governor of the State, I am proud of our teachers, and I know I voice the sentiments of the whole people. I am proud that you have adopted my idea of a reformatory or reform school. I would have you talk to the boys. Have them stop their cigarette-smoking. Impress them with the fact that they are to be our future citizens and statesmen.

Ira More, Principal of the Los Angeles Normal School, responded in an appropriate and eloquent address.

Eugene Gregory, Mayor of Sacramento, then delivered an address of welcome on behalf of the citizens of Sacramento. Among other things he said :

The schoolmaster is in truth the great civilizer of the age : upon him devolves the grave responsibility of moulding the youthful mind to a proper conception of the allegiance which is due to a Supreme Being ; the realization of the blessings and opportunities which are so bountifully offered ; of the significance of the establishment of social order ; the proper cultivation of the taste, the imagination, the senses or the faculties which derive pleasure and profit in the acquirement of knowledge and of love for God, for country, and fellow-man. As a tender plant in the hands of a florist, so is a child in the care and guidance of his teacher of securing ultimate product, the result of which can be estimated only by the measure of care and attention that have been expended. How important it is, therefore, that those who assume or are by nature fitted to become teachers of the youthful mind, should, before exercising the functions of that noble privilege, become thoroughly imbued with the deep sense of responsibility which rests upon their shoulders in assuming the delicate and noble task of fortifying humanity with the means necessary to cope in the battle of life.

May the deliberations of this meeting, thus convened at a time of rejoicing when the rich and the poor, the powerful and the weak, alike participate in the pleasant reminiscences of the world's holiday, be char-

acterized by the most harmonious and satisfactory conclusions; that your visit to our fair city be one of pleasure and profit, to the end that when you depart from our midst you will each bear voluntary testimony to the good will and hospitality for which our people are justly noted.

State Superintendent Hoitt responded. He said:

It was not many years ago when the public school teacher was looked upon with little consideration, but to-day the great cities of the nation vie with each other to get the national gatherings of these character-builders. To-day is the second time the Governor has extended the right hand of fellowship and words of welcome to an assemblage like this, of intelligent, earnest, thoughtful men and women. They meet to do battle against ignorance, to make the world of the future better than the world of to-day. To train carefully the child of to-day, the citizen of the future. The future shall be better than the present. On behalf of the teachers I return thanks to the Governor and the Mayor for their words of welcome.

Elwood Bruner spoke on behalf of the City Board of Education, to which Madison Babcock, Assistant Superintendent of Schools in San Francisco, responded. Brief remarks were also made by Horace Davis, President of the State University, and others.

#### SECOND DAY.

The exercises of the day were introduced by the reading of the following appropriate poem, written for the occasion by Mrs. Julia B. Hoitt, entitled, "Sacramento's Welcome to the State Teachers' Association:"

O, sowers of the gracious seed	Though oft a barren, fruitless soil
Whose harvests slow appear,	Seems to your portion given,
We come, with hand and heart and voice	Unwavering at your stations stand;
To greet your presence here.	The increase comes from heaven.
We know that hearts aweary grown,	And so, God speed you on your course
With hopes and courage fled,	Nor lay your burdens down
By friendly counsels girt anew,	Till truth shall gain her righteous place,
Press on with buoyant tread.	And you, your victor's crown.

"The Relation of the University to the Public School," by Horace Davis, President of the University, was then read. It is impossible to give in a brief synopsis, a fair presentation of the scope of this important paper. It discusses in a broad and catholic spirit some of the most important educational questions of the day and that our readers may have the full benefit of it we shall publish it entire in a future number of the JOURNAL.

Frank Morton, Principal of the Boys' High School, San Francisco, read a "High School Criticism of Grammar School Work." The essay was able and interesting. His chief points were: Brief statement of the function of the High Schools and consequent requirements in preparation; comparison of High School requirements with requirements in

other vocations; general faults deduced from foregoing considerations; quality of work done by Grammar School teachers and their shortcomings in appreciation of the true object of education; special faults in special subjects—reading, poorest; lack of moral training in the Grammar School; the perfect teacher; summary and conclusion.

A discussion followed, in which Albert Lyser of San Francisco, and S. A. Chambers of Oakland, participated.

E. T. Pierce, Superintendent of Schools of Pasadena, read an essay entitled, "Grammar School Criticism of Primary School Work." He made the following points:

We have too great a gap between the primary and the Grammar School.

In the primary we make instruction the chief end, leaving the real education to begin in the Grammar School.

The present arrangement of subjects is faulty, and the strict adherence to it retards the progress of the child and fails to interest him.

The work of the Primary School is too easy, and therefore (a) does not give sufficient scope to the mental activities of the child and (b) does not furnish sufficient food for mental growth.

We attempt to carry kindergarten methods too far.

By helping children over difficulties they fail to acquire the desire or ability to work, and little foundation is laid for self-help, self-reliance, and perseverance.

The primary fails to give a symmetrical development of the mind.

In regard to individual subjects, we fail in arithmetic, (a) to teach enough of the practical parts of the subject during the first years, (b) to give enough mental work, (c) to secure a ready proficiency in the fundamental rules; in reading, we teach words and not the ability to grasp thought from the printed page; in language we have too much mechanical sentence-making, and do not give the power to express thought readily; in geography we have too much map study and map drawing, and do not teach a knowledge of the life of the globe.

Our primary curriculum lacks in comprehensiveness, and therefore (a) fails to sufficiently interest children in school, and (b) leaves them at their entrance into the Grammar School with little knowledge or love for the most interesting part of school work.

This paper was ably discussed by Miss M. G. Pierpont and others.

#### AFTERNOON SESSION.

The Convention reconvened at 1:30 P. M., when Prof. Albert S. Cook, President of the Association, delivered his annual address. It was of considerable length and very comprehensive. In closing he said:

"Let Boards of Education and Principals seek for character in the teachers they employ; insist upon it as a prime requisite and discharge teachers who haven't it.

"Before beginning to teach, or as soon thereafter as possible, obtain the broadest, deepest, most human education within your reach. One

is not even prepared for teaching arithmetic and geography by the study of these branches alone, much less for the task of rearing up healthy, intelligent, generous, sweet-natured men and women.

"Maintain your interest in the noblest thought and purest sentiment by actively supporting the Teachers' Reading Circle, or whatever agency brings the best education to your doors, asking you to participate in its advantages there, at your own fireside, and in your own neighborhood.

"Teach the best literature in your schools that your pupils can understand. They can understand more than you give them credit for, perhaps more than you are capable of understanding yourself.

"Introduce the Bible into the schools, in the least objectionable manner, as soon as public sentiment and Boards of Education will allow. Try to live by its best and purest teachings and induce your pupils to do the same.

"Bear in mind the threefold nature of your pupil. Do not stunt the rest of his body in order to cram his brain, or enforce his moral nature for the sake of  $87\frac{3}{8}$  instead of  $87\frac{1}{4}$  per cent. in examination. Give his affections and love of beauty a chance. He will thank you for it by and by.

"Cultivate the spirit of brotherhood with your fellow-teachers, and with all the world. Do not bury yourself nor allow yourself to be buried. Come out into the sun, and get warm; if there isn't sunshine enough to go round, try the experiment of contributing a little of your own."

This address was referred to a special committee with instructions to report the following day.

James G. Kennedy, President of Cogswell Polytechnic College, was down on the program for an essay, "What Would be Gained by the Incorporation of Industrial Training with the Public School System." In his absence the following synopsis was read:

Industrial training defined.

Under this head I shall attempt to show the growth of industrial work in the public schools; the industrial side of each study as distinguished from its academic side; in a word, point out clearly what is included in industrial training.

Does there exist a necessity for the incorporation of industrial training with the public school system?

It is my intention to show that there does exist a necessity for this industrial training, and in obedience to this necessity the public schools have changed the course of study so as to meet this demand.

The advantages arising from the introduction of industrial training into the public school system.

Industrial training necessary to the development of the whole child—physically, mentally and morally.

The introduction of industrial training enables the child to do more intelligent work in all of its studies, because through this work the mind becomes more exact in its operations.

Industrial work gives variety to school work and thus renders it more interesting.

Industrial work, if of the right kind, more largely than any other kind of work, develops the judgment, the taste, and the originality of pupils.

It improves the work in their other studies, because it makes the mind more exact in its operations.

Industrial training better fits the child to enter successfully upon his life work.

Lack of moral training in the Grammar School.

The perfect teacher.

Fred. M. Campbell delivered an able address on "What Would be Sacrificed by the Incorporation of Industrial Training with the Public School System?" It is impossible to give a fair estimate of this paper in any synopsis; the general drift, however, is something like the following:

The question is, shall it be incorporated in the public school system? and, as that system by the organic law—the Constitution of the State—consists of Primary and Grammar Schools, shall this line of work—manual training or industrial training—be made a regular part of the course of instruction in those schools? And even upon this question, I object to being put squarely in opposition. That would require that I should be in favor of throwing out a part, and no inconsiderable portion either, of our present course in the public schools; as, for instance, drawing as it is now taught. This branch has gradually taken its place as a very important, nay, necessary part of our public school work. It is no longer taught as a mere accomplishment, as the art of copying pictures—though even so such, it had its value as a means of training the hand and the eye, and in cultivating the taste and the judgment—but it is now taught as the universal written language of lines; as the means of expressing every conceivable combination of form, and of every idea involving them; as the very alphabet, and language, too, of the mechanic arts; the language by which the architect, the master mechanic and the engineer may express their conceptions, and from the reading of which the trained workman, wherever he may be, can erect the edifice, construct the works, or make the thing desired.

I shall take it for granted that industrial training, as used in the program to-day, means simply *manual* training, if it means anything, and that manual training means training in the use of tools.

As in the terms, used so also in the aims and purposes of this proposed addition to the public school system, and in the results to follow its incorporation, do its advocates widely differ. And in this want of definiteness, this disagreement and vagueness, both as to what is meant and the results sought, lies in the chief difficulty in discussing the question from this side.

In this indefiniteness the "incorporators" find means of shifting quickly from a position in which they may find themselves weakened

or from which they may have been dislodged, to another and another, until finally they get back again to this first position.

Among the claims set up for this incorporation, are :

1. That this training should be for physical culture and development. That such training is necessary to develop the muscles of the hand and arm and other parts of the body. That is, that manual training should be introduced as a kind of gymnastics.

2. That it is necessary as a preparation for earning a living. That as most children must eventually earn their living by some kind of physical labor or handicraft they should, therefore, be taught the elements of some trade, or given a training in the use of tools. That manual training should be incorporated as an element of bread-winning.

3. For intellectual training, because dealing with material things benefits, expands and ennobles the mind.

4. For no one or all of these, but for general welfare. In spite of the public schools the colleges, universities, denominational schools—even churches, there is still much in society that is not right—there are still to be found loafers, hoodlums, liars, thieves, gamblers, Sabbath-breakers, drunkards, opium fiends and the like; therefore, the public schools have failed of their mission, and hence there should be annexed to, ingrafted upon, or incorporated in these schools something which will be a cure-all; and this is found in manual training, shop-work or, whatever it may mean—industrial training.

The danger is, my friends, of over crowding the public schools system—of making the cost too great and so burdensome that a reaction will take place—a reaction in which will be lost much that has already been gained. You of San Francisco know how difficult it is even now to provide the most ordinary school-room accommodations for the children of that city; and the papers have informed us that large numbers have been deprived of any school privileges whatever—and the same is true of some other cities, no doubt.

At the close of Mr. Campbell's address, reports of standing committees were called for. The report of the Committee on Place of the Next Meeting recommended two sessions in 1889—one in July at Pacific Grove and another in the winter at Los Angeles. The report was adopted.

The Committee on Nomination of Officers reported the following :

For President—Prof. Ira More of Los Angeles.

For Vice-Presidents—D. C. Clark of Santa Cruz. E. T. Pierce of Pasadena, M. Babcock of San Francisco, C. H. Murphy of Visalia.

Secretary—Mary E. Morrison of San Francisco.

Treasurer—James T. Hamilton of San Francisco.

The report of the Committee was adopted and the persons elected as specified.

#### EVENING SESSION.

The Committee on Legislation presented the following report, which

was received. At a subsequent meeting it was taken up and after discussion amended to read as follows and then adopted :

1st. That a law be passed providing for the division of the State into three or more Institute Districts, and for the appointment, by the State Board of Education, of an Institute Conductor for each District, at the annual salary of \$2,000 and traveling expenses.

2d. A law empowering County Boards of Education and City Boards of Examination to grant certificates and fix the grade thereof, upon certificates granted in any city or county of this State.

3d. A law empowering the Executive Committee of the California Teachers' Association to have all printing of the Association (including the proceedings of all its sessions) at the State Printing Office.

4th. A law granting a pension of \$300 per annum to any teacher who has taught thirty years in the public schools of this State, such pension to be granted only upon retiring from active work as a teacher.

5th. A law proposing to amend the State Constitution by striking out from Section 7, Article 9, of the Constitution, the following : "The County Superintendent and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions."

The Committee also recommended the passage of the following act : "Whenever there shall not be sufficient money in the School Fund, or funds of any county, or city, or city and county, in the State of California to pay the properly audited warrants upon said School Fund or funds, the Treasurer of such county, or city, or city and county, is hereby authorized and required to pay such warrants out of the Swamp Land, or any of the Sinking Funds, or any other funds of such county, or city, or city and county, which are not immediately needed for the payment of demands against them. Said warrants shall be held as vouchers by the Treasurer in favor of the fund or funds out of which they have been paid, and shall be repaid by the transfer of a sufficient amount of money from the School Fund or funds as soon as any money shall come into said School Fund or funds, after the payment of such warrants.

They further recommend that the Association appoint a Committee to present such of the foregoing suggestions as it may approve to the Legislature at its coming session, and, further, that a similar Committee, appointed by the County Superintendents, be requested to confer with our Committee to the end that the educational bodies of this State may be united in their requests to the Legislature for improvements in our school laws.

William H. Mills, who was to have been present and speak upon "A Business Man's Criticism of the Public School," sent a telegram to the President of the Association saying that on account of ill health it was impossible for him to be present.

S. D. Waterman of Stockton answered objections he had heard charged against the public schools.

He was followed by J. B. McChesney of Oakland, who claimed that

many of the objectors to the public schools were quite similar to those people of ancient times who supposed the sun's light was withheld during an eclipse because of the anger of some spirit. They did not understand the phenomena, so they attributed it to some cause of which they knew but little.

Rev. C. D. Barrows, of San Francisco, followed with an eloquent address upon "The Moralists' Criticism of the Public School." He claimed that it was entirely within the province of the public school to teach those great central truths which underlie all Christianity and upon which the moral code was bound.

A. L. Mann, of San Francisco, replied. He claimed that it was impossible for a child to receive the instruction and discipline in the cardinal virtues which the public schools give without receiving at the same time a moral education.

### THIRD DAY.

The exercises opened this morning with a discussion on Industrial Training, in which C. J. Flatt, Vice-Principal of the Los Angeles Normal School, and Prof. D. A. Hayes of the University of the Pacific, participated.

Mr. Flatt took strong ground against the general introduction of such training in the public schools, and Prof. Hayes directed his remarks more particularly to a defense of the study of Latin and Greek. His address was both eloquent and masterful.

The committee on "President's Address" next reported. As it will be impossible for our readers to understand the report without reading the address, we refrain from giving it. We hope to give the address in a future number of the JOURNAL.

The committee on "Curriculum of Grammar and Primary Schools," presented an elaborate report, which was listened to with great interest. By a vote of the Association, it will be printed in the JOURNAL, as it is of the deepest interest to every public school in the State.

### AFTERNOON SESSION.

D. C. Clark, President of the State Teachers' Reading Circle, presented his annual report. While this report did not show that the teachers of the State had been enthusiastic supporters of the Circle, still there was considerable reason for encouragement for the future. He made a few suggestions regarding changes in the workings of the Circle, which were referred to a committee to report as soon as possible. Said committee retired, and in a few minutes reported, recommending the following:

1. That nine parallel courses of reading be adopted.
2. That the President be permitted to name the Secretary.
3. That the Faculties of the State Normal Schools be requested to do all in their power to further the interest of the Circle.
4. That County Superintendents and Conductors of County Institutes also be requested to aid the Circle by presenting its advantages.

F. Slate, Assistant Professor of Physics and Mechanics of the University of California, read an essay upon the "Scope and Aim of the Elementary Teaching of Science." His principal points were :

Science has rightfully a place in the school curriculum, because it both affords mental discipline of a desirable kind not given so well by other branches, and opens up extensive fields of human thought and activity in the past as well as the present.

The mental discipline is, broadly speaking, on the lines of observation and reasoning upon phenomena. Mathematics is no substitute; its materials are abstract conceptions. Language equally fails.

The modern drift in education is towards maintaining vital connection between school work and life. If persistent effort be made to explain every-day facts by the aid of knowledge that is already gained, we are aiding the healthful tendency, while we are doing the work best adapted to the age of our pupils; we are drilling in "organizing knowledge."

Experiments and laboratory work are valuable adjuncts. But they are of use because they make study objective: not mainly because they make pupils "handy." Manual training has its own justification and its own problems.

Laboratory work must be carefully brought into relation with ideas. Else we have habits of desultory and loose statement, and loose inference from inconclusive evidence.

This paper was discussed by S. P. Meads of Oakland, Miss Belle Duncan of Salinas, and Josiah Keep of Mills College.

J. L. Wilson, Superintendent of the schools of Colusa county, read an exhaustive essay upon "What are the Respective Rights and Duties of Parents and Teachers in the Management of Schools?" His chief points were :

The problem in connection with the "Office of the School Trustee" is that of government in its broad sense.

The three forms of government—monarchic, aristocratic, and democratic—are naturally consecutive, and mark distinct, successive steps in civilization.

The best form of government has been the question of the age; the above solution is the American conclusion.

In the discussion of the "Office of the School Trustee" the questions are the old ones of government—how shall its incumbent be appointed?—what powers shall he have? i. e.—shall it be monarchic, aristocratic or democratic in its organization? (Aristocratic is here used in its old sense of government by a few of the best.)

In the infancy of peoples, they find it necessary to appoint a guardian over themselves, i. e., an absolute monarch. In monarchies sustaining school systems, they are organized on this basis—the poor have no control, or limited control over their school. This is also true where the preponderating population are ignorant and incapable of managing their affairs, viz: in Alabama the State Superintendent appoints the County Superintendent, who in turn appoints local Boards of Trustees. The same result is reached in other Southern States.

By the aristocratic form of government I mean not only that in which the power is placed in the hands of a few, but also that form in which the few are not chosen by the people governed. It is to be distinguished from the popular sense of the term.

Applied to the "Office of School Trustee," it includes the system wherein the township, including several districts, is the unit: Township Boards, either appointed or elective, hiring teachers and transacting all the business for the schools in the township.

The democratic system is that in which the people elect Boards of Trustees for their districts with powers plenipotentiary.

It rests upon the idea that the people are capable of rearing their children and attending to their own business. With proper checks, it is the American idea, and that is equivalent to saying it is the correct idea.

The one Trustee idea.

The Trustee. What he is—what he ought to be.

I would warm up the school system with American sentiment, principles and patriotism, and leave it in the hands and hearts of the American people.

#### EVENING SESSION.

State Superintendent Ira G. Hoitt delivered an able address on "What are the Respective Rights of Parents and Teachers in the Management of Schools?" He elaborated the following points:

The parent may demand that the teacher train the intellectual faculties of the child to such an extent as to make the mind an engine to do any work to which it may be called.

Exactness, thoroughness and patience go to make a thinker; and the judgment, the power to weigh evidence, intellectual candor, thoroughness in search and accuracy in statement are the qualities to be developed.

The teacher should inspire in his pupils a reverence for justice, and teach them to enjoy pleasures by their temperate use and to abstain from evil indulgences. They should be made to feel that the indulgence in alcoholic stimulants is a most destructive evil.

The child should be made to know and to practice, as a duty, obedience to authority, and to feel penitence for wrong-doing. Pure thoughts and pure feelings should pervade the minds of the pupils, and moral thoughtfulness should be securely enthroned. The teacher and the

school should discipline these moral qualities. They are more valuable than "all the stores of learning."

The child's individuality should be respected, and he should be taught the correct value of things.

The conclusion is inevitable that the parent has the right to require of the teacher that he cultivate the intellect, train the eye and the hand, care for the health, nourish the morals, arouse the patriotism, stimulate the energy and exert every influence to return the child to his parents as a self-respecting, self-reliant, law abiding son or daughter, capable of doing something and being somebody: thoroughly imbued with sound moral influence as must command unhesitating and unequivocal obedience to law, induce neatness, enjoin sobriety and temperance, require attention and industry, quicken the wits, promote respect for society, encourage independent thinking, create a love for the beautiful, exact loyalty to truth, and inspire a reverence for God. This much parents have a right to demand of the teacher. It is the duty of the teacher to meet cheerfully and efficiently all these requirements.

C. C. Stratton, President of Mills College, read an essay upon "What Method can a Teacher Educate the Parent?" He assumed at the outset that the duties of parents and the rights of teachers are not fully recognized. The interests at stake are very great, embracing the present and future welfare of the child, and parents and teachers should work together for the common end. But we find parents withhold authority which legitimately belongs in the school-room, failing to maintain the discipline of the school, making disparaging remarks in the presence of students concerning the character, ability or work of the teacher, withholding that confidence and information which are essential in order that the nature of the child may be clearly understood and intelligently addressed.

These facts suggest the urgent need of some remedy. The parent as well as the child must be educated. But how? One will say, we must resort to the printing press. Another would have recourse to the lecture platform. A third would educate the rising generation, that the ligament of parental responsibility spread through the regular work of the school.

To my mind none of these remedies promise an adequate remedy. If the teacher would command the reverence for his character and the respect for his opinion and rights, which are accorded to the clergyman, the physician and the lawyer, he must strive to rival these learned professions in the mastery of his chosen calling and the extent of his attainments. As a rule, men are taken at their worth, not in this calling or that, but at their intrinsic worth. The lawyer's claims are regarded, because he can suc-

fully manage our business, and the physician's because he can successfully care for our health, but not because of their titles or degrees. The teacher should be, from the start, the oracle of the school-room, and come to be the oracle of the neighborhood. The direct and the only road to this elevation runs by the way of thorough scholarship, adequate professional training, and a richly stored mind. Then, but not before, will professional character and pride and enthusiasm and success command the neighborhood as they command the school-room.

At the conclusion of Dr. Stratton's address, the Association adjourned, and proceeded in a body to the residence of Governor Waterman, where they had been invited to a reception. In behalf of the teachers of California we desire to express their thanks for this pleasant recognition on the part of Governor and Mrs. Waterman.

#### FOURTH DAY.

The exercises of the Association opened this morning with a paper on "The Kindergarten in the Public School," by Mrs. Sarah B. Cooper, of San Francisco. This address was listened to with absorbing interest by the audience, and all were deeply impressed with the belief that Mrs. Cooper saw in the Kindergarten wonderful opportunities for good. The key-note of her address was the prime necessity of educating all the faculties of the child symmetrically. Her paper was unanimously endorsed by a vote of the Association.

This was followed by a paper entitled "Making our School-rooms Beautiful and Attractive," by Miss Fidelia Jewett of the San Francisco Girls' High School. The subject was admirably treated, in fact the paper was something so unique and discussed a topic of such vital importance to our schools that the Association desired its publication in the JOURNAL. At the close of the paper, President Cook stated that he desired to present a large photograph, suitably framed, to that school which should make the most improvement in school-room decoration during the next six months, the award to be made by State Superintendent Hoitt at the next meeting of the Association at Pacific Grove.

The committee on resolutions reported the following in addition to several others extending thanks to all who in any way had contributed toward making the Association a success.

*Resolved*, That it is the sense of this Association that the best interests of the schools of California demand that Kindergarten instruction be made a part of the common school course, and to that end we recommend that children be admitted to the schools of the age of five years.

*Resolved*, That the President of the Association be instructed to appoint a committee of five, whose duty it shall be to investigate the subject of manual training, and report the results of their investigation, and, if found feasible, a plan for its incorporation into the schools of the State.

*Resolved*, That we recognize the importance of the State Teachers' Reading Circle as an educational factor; that we heartily indorse the movement; that we earnestly request all County Superintendents to present the subject of the Reading Circle at their County Institutes, and urge upon their teachers the advantages to be derived by pursuing the course of study.

*Resolved*, That we reaffirm the resolution passed at the last annual meeting requesting the Board of Regents of the State University to establish a Chair of Pedagogics in that institution.

*Resolved*, That we publish and distribute to the members of this Association the proceedings of this meeting and of meetings to come; to this end that a committee of five be appointed by the Chair to determine ways and means and to publish the proceedings of this meeting.

*Resolved*, That the Chair be instructed to appoint a committee of nine to incorporate the California State Educational Association, and that said Association, when incorporated, shall require a life membership fee of not less than ten dollars and annual fee of not less than one dollar.

*Resolved*, That we urge upon the Legislature the importance to the youth of California of a law prohibiting the sale of cigarettes to minors.

*Resolved*, That this Association learns with regret of the retirement of Mr. Jas. Denman, of San Francisco, from the profession of teaching, which he has adorned for two score years. That we assure him that his services as member of the first State Convention held in 1853, and of every State Convention that has assembled since that time, as President of this Association, as Principal of the first free school in San Francisco, as Superintendent of that city for three terms, and as Principal of the Denman school for thirty years, will never be forgotten. That we congratulate him upon the good fortune that enables him to retire from the arduous work of the school-room while he is still vigorous in mind and body, and hope that he will continue to give us the encouragement of his presence and the benefit of his councils for many years to come.

*Resolved*, That we have heard with feelings of profound regret that our former Secretary, Miss May Madden, has gone from this Association to take a life membership in one toward which many of our hearts yearn with untold longing, and that we extend to her in her new relation our hearty congratulations and best wishes.

*Resolved*, That we recognize liquor saloons as schools of vice, directly opposed to all the ends sought by our public school system, and that we believe all teachers should, by precept and example, labor in accordance with this belief.

*Resolved*, That in the death of George Tait, who was for several years a leading educator in the State at the time when such services as he could render were of great value, the profession to teaching has lost an active friend and the State a useful citizen.

The President appointed the following committees in accordance with the above resolutions :

On Manual Training—Fred M. Campbell of Oakland, Mrs. S. B. Cooper of San Francisco, James G. Kennedy of San Francisco, G. Schoof of San Jose, and S. D. Waterman of Stockton.

On Publication—J. B. McChesney of Oakland, Ira G. Hoitt of Sacramento, Albert Lyser of San Francisco, A. L. Mann of San Francisco, and Madison Babcock of San Francisco.

On Incorporation—James Denman of San Francisco, J. B. McChesney of Oakland, Ira G. Hoitt of Sacramento, Ira More of Los Angeles, James T. Hamilton of San Francisco, Geo. R. Kleeberger of San Jose, Albert S. Cook of Berkeley, F. M. Campbell of Oakland, and J. W. Anderson of San Francisco.

The incoming officers were then installed, after which the Association adjourned.

## State Official Department.

JANUARY, 1889.

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 IRA G. HOITT, State Superintendent Public Instruction, : : : EDITOR.
 

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## COUNTY SUPERINTENDENTS' VETO POWER.

 OFFICE OF THE ATTORNEY GENERAL, }  
 Sacramento, December 8, 1888. }

 Hon, IRA G. HOITT, *Supt. of Public Instruction.*

*Dear Sir:* In answer to your inquiry of this date, I have to say, that when a school certificate is granted by the County Board of Education on a majority thereof, it is the duty of the County Superintendent to affix the seal and his signature thereto, which he may be compelled to do by mandamus. Very truly yours,

G. A. JOHNSON, *Att'y Gen'l.*


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 RECENT DECISIONS.

## WOMAN IN "SCHOOL" OFFICES.

Q.—Ladies being eligible to the office of School Trustee, have they the right to vote for such officer? If not, is it not rather inconsistent that they may hold but not vote for candidates for such office.

A.—By an act of the Legislature, approved March 12, 1874, all women over the age of 21, and who are citizens of the United States, and of this State, are eligible to educational offices, but are not entitled to vote. [See Art. II, Sec. 1, Constitution Cal.]

## USE OF SCHOOL PROPERTY.

Q.—Since our law makes it the duty of the Board of Trustees to have control of the property of the district, how could those tax payers who oppose converting the school-house into a ballroom, oppose the Trustees?

A.—Section 1621, Sub. 2, of the Political Code gives the Trustees full control of the school building, and there is, as I see, no redress, but in electing such Trustees as are willing to carry out the wishes of their constituents.

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 MEETING OF THE STATE BOARD OF EDUCATION.

The State Board met December 27th, in the office of the Secretary.

Governor Waterman in the chair. Prof. C. H. Allen absent.

The recommendations which the Superintendent of Public Instruction had made in his report, were taken up *serialum*, and the following were recommended :

1. The establishment of a Reform School for juvenile offenders.
2. The establishment of County High Schools.
3. The appointment of an Arbor Day.
4. The revision of the law concerning the Census.
5. The *enforcement* of the Compulsory Education Law.
6. The re-adjustment of the salaries of the County Superintendents.
7. The publication by the State of an elementary work on Civil Government.
8. The requiring of reports from private schools.

The following books were added to the list of library books recommended by the State Board :

The Presidents of the United States from Washington to Cleveland ; From Lady Washington to Mrs. Cleveland ; Children's Stories of the Great Scientists ; How Should I Pronounce ? ; Three Greek Children ; Johnnot's Natural History Readers ; Johnnot's Historical Readers ; Johnnot's Geographical Reader.

Life and Educational Diplomas were issued to the following persons, and the Board adjourned.

*Life Diplomas*—Samuel A. Cruikshank, Nellie Cook, Maria E. Fairchild, Cora Gallagher, Louise Hibbard, Sara E. Hawes, Laura Heineber, Sallie J. Jones, Marion A. Kendall, Hattie Lee, G. W. A. Luckey, Bert M. Luckey, James Mallock Jr., Eugenie R. Robinet, Belle M. Stanford, Nettie C. Stallman, Thos. D. M. Slaven (duplicate), John T. Swanson, Jessica B. Thompson, Cynthia C. N. Walter.

*Educational*—Mattie J. Cronemiller, Francis E. Crofts, Henrietta J. Carville, Nellie M. Dodson, Philip Dipple, Fannie M. Franklin, Annie J. Gallagher, Mary E. Hill, Alfred Harrell, Jeannette Harper, Geo. W. A. Luckey, Bertha M. Luckey, Mary E. Morgan, Henry C. Petray, Et Phillips, Mary S. Pullman, Ella E. Roney, Maggie A. Smith, Rose War, Mollie F. Walsh.

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THE Childrens' Library Association is one of the latest agencies for education and civilization employed in New York. Its object is the providing of good literature for a class of readers under the age of a mission to the free libraries and it is meeting with substantial success and much encouragement in its work.

## Editorial Department.

No text book, however good, can in any way be a substitute for a poor teacher.

Don't find fault with your pupils if they do not understand a subject which is not perfectly clear to yourself.

If your school is noisy and your pupils ready to do anything except to give attention to their lessons, look to yourself for a remedy. The school is what the teacher makes it.

Remember that talking is not always teaching. It is vastly easier to tell what you know about a given subject than it is to lead the mind of the pupil to the gradual comprehension of the truth.

If you really desire to be a good teacher you should aim to create in your pupils a desire for knowledge rather than to express your own opinion.

If necessary, lie awake nights in studying devices whereby Tom's irrepressible activity may be so directed that he will become a promoter of good discipline and studious habits instead of being the worry of your life.

School programs are proper and necessary, but do not let them become your masters. Occasionally it may be advisable to disregard the usual exercises for the purpose of giving attention to some unusual subject. Children like a change, and a lasting impression may be made by an unusual exercise.

The laws of our State make it obligatory upon teachers in the public schools to give instruction in regard to the effects of alcohol and narcotics upon the human system. This law was enacted in view of the fact that the future welfare of our country largely depended upon the personal habits of its citizens as well as upon their intelligence. Those teachers who have a deep and abiding interest in this matter will find opportunities to present the temperance question effectively.

Some teachers fail to obtain the best results in the school-room because they do not apprehend correctly the mental attitude of their pupils. They

are learned, industrious, enthusiastic, attentive to every detail which can in any way assist the pupil, still the results are not what they desire. They wonder why it is when they labor so faithfully their classes are so deficient in what they expect them to understand.

Is it not true that much of the difficulty may arise from the fact that such teachers fail to consider properly the mental attitude of those whom they would teach? It is not enough that a teacher comprehends thoroughly the subjects he may be called upon to teach; it may be that to the same degree that his knowledge is profound and far-reaching he is disqualified to be a successful teacher. The whole subject in all its phases and departments is so familiar, that he fails to see just where the pupil has difficulty. The mere presentation of scientific facts or dry statistics, although deeply significant, usually fails to produce the results desired because the facts are not fully comprehended. Anecdotes and facts which come within the range of the child's experience are better calculated to influence the will and produce a lasting impression than any amount of talk which fails to find a lodgement in the child's mind. Perfunctory talks on temperance usually do more harm than good. If you fail to comprehend the vast importance of this subject, how much it means to the future life of every child, and if you are not in full sympathy with all proper efforts to restrain the drink evil you better call a halt and ascertain if you have not possibly made a mistake in choosing a vocation.

DEPARTMENT OF SUPERINTENDENT, }  
National Educational Association of the United States. }

PRELIMINARY ANNOUNCEMENT.

Oakland, California, Dec. 5, 1888.

*To Superintendents, School Officers, Teachers, and the Friends of Education generally*—GREETING: The next meeting of this Department will be held in the City of Washington, D. C., on the 6th, 7th and 8th of March, 1889.

Nothing will be left undone by those in charge to make this meeting of the Department of Superintendence take rank with the most notable of its predecessors in point of attendance, general interest, and real profit to the Cause of Education.

To this end a most cordial and pressing invitation is hereby extended to you to attend and participate in the proceedings.

A strong programme will be prepared, in accordance with which live subjects in the general field, and in special lines of educational work and thought, will be presented in able papers by prominent men and women, and ample time will be afforded for their thorough discussion.

The widest possible representation of geographical sections and individual opinions is earnestly desired.

These Department meetings at the Nation's Capital have been productive in the past of much genuine good to the cause of Popular Education. Indeed no small part of the progress made within the last ten or fifteen years is traceable directly to their influence. The possibilities in this direction, so far from being exhausted, suggest such meetings as affording the very best possible opportunities for still further directing aright the educational thought and activity of the country.

It may here be noted that the meetings of the Department are not circumscribed or ephemeral, the proceedings being published by the Bureau of Education and sent gratuitously all over the country as Circulars of Information. It seems but proper and right, in this connection, to record thus publicly the obligations and grateful acknowledgments of this Department, which are justly due to Hon. N. H. R. Dawson, United States Commissioner of Education, for valued assistance, attentions, and courtesies.

The time of the meeting has been fixed in accordance with suggestions received from many quarters. It immediately follows, as will be seen, the date of the inauguration of the President, and thus affords the opportunity for those who attend to be present also at the ceremonies of that occasion, if they wish, with little additional expense or loss of time.

It is hoped and believed that a material reduction from the current rates of transportation will be secured for those who attend this meeting.

Suggestions looking to the efficiency of the coming meeting will be gladly received. Very cordially yours,

FRED. M. CAMPBELL, President.

W. R. THIGPEN, Secretary.

N. B.—Please aid in giving the foregoing announcement as wide publicity as practicable. Have it published if possible in your local papers.

EDUCATIONAL ASSOCIATION, 1889.—The next annual meeting of this Association will be held in Nashville, Tennessee, July 16 to 20. Tickets will be sold from all leading points in the Union to Nashville and return, at one fare for round trip. Special excursion rates will also be made from Nashville to various points of interest in the South, Northeast and Northwest. This will be a fine opportunity to see the South in her wonderful development; to visit her famous battlefields and picturesque scenery; to meet and greet the people from all parts of the Nation, and to partake of her hospitality and enjoy a genuine old fashioned southern barbecue.

For all general information, circulars, etc., address Frank Goodman Secretary Local Ex. Committee, Nashville, Tenn.

## Our Book Table.

**HOW TO TEACH MANNERS IN THE SCHOOL-ROOM.** By Mrs. Julia M. Dewey. Published by E. L. Kellogg & Co., New York and Chicago.

This is No. 7 of "The Reading Circle Library," published by Kellogg & Co. of New York. It furnishes material for lessons in manners, suitable to children of different ages. General principles are enforced by anecdote and conversations.

**TEACHER'S MANUAL.** No. 7. Unconscious Tuition, by F. D. Huntington. D. D. No. 8. How to Keep Order, by James L. Hughes. No. 9. How to Train the Memory, by Rev. R. H. Quick. No. 10. Froebel's Kindergarten Gifts, by Heinrich Hoffman. Published by E. L. Kellogg & Co., New York and Chicago.

A series of essays on educational topics. Paper covers, from 32 to 64 pp. each. Price 15 cts.; to teachers, 12 cts.

**THANATOPSIS,** and other favorite poems by William Cullen Bryant. Compiled by Sara E. Husted Lockwood, teacher of English in the Hillhouse High School, New Haven, Conn. Published by Ginn & Company, Boston.

We have here in paper binding sixty pages of Bryant's poetry. The few titles given are among the author's best. We commend the book to those teachers who wish their classes to study Bryant's poetry, because it presents in a cheap and attractive form just what is needed.

**A COLLEGE ALGEBRA.** By G. A. Wentworth Professor of Mathematics in Phillips' Exeter Academy. Published by Ginn & Company, Boston.

As the name implies, this work is intended for Colleges and Scientific Schools. Algebraic principles preceding Quadratic Equation are simply reviewed, space being thus gained for the discussion of Quadratic Equations, the Binomial Theorem, Choice, Chance, Series, Determinants and the General Theory of Equations. To those of our readers who are familiar with any of Wentworth's works it is sufficient to state that it is as they all are, among the best

**LECTURES ON PEDAGOGY.** Theoretical and Practical. By Gabriel Compayre. Translated by W. H. Payne, A.M. Published by D. C. Heath & Co., Boston.

Were it possible for us to say something about this book which would result in causing even a small proportion of the teachers of this state to read it, we should be extremely gratified, because it contains so much which our teachers should know. M. Compayre's lectures will particularly commend themselves to those teachers who look to psychology as the rational basis of their art. They will find that psychology is not an occult science, which requires a training in metaphysics to comprehend, but that its truths may be presented in terms which all may comprehend.

**SELECTED POEMS** from *Premieres et Nouvelles Meditations*. Edited, with Biographical Sketch and Notes, by George O. Curine, A.M. Published by D. D. Heath & Co., Boston.

**GOETHE'S TORQUATO TASSO.** Edited for the use of students by Calvin Thomas, Professor of Germanic Languages and Literature in the University of Michigan. Published by D. C. Heath & Co., Boston.

**SWINTON'S SIXTH, OR CLASSIC ENGLISH READER.** Published by Ivison, Blake—man, Taylor & Co., New York and Chicago.

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Of course the bulk of the contents will relate to American subjects, as usual. Mrs. Burnett, the author of "Little Lord Fauntleroy," contributes a story of New York called "Little Saint Elizabeth;" there will be papers



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## *PRESIDENT'S ADDRESS.*

[Delivered at the Twenty-second Annual Session of the California Teachers' Association, Sacramento, December 27, 1888, by Albert S. Cook, Professor of the English Language and Literature in the University of California.]

A State Teachers' Association like our own seems to me to have been organized for the purpose of framing ideals, of perpetuating them, and of insisting upon them. We represent five thousand teachers, over a million of people, the direct education of a hundred and fifty thousand pupils, and the educational interests of over a quarter of a million of children. Some of us will have travelled hundreds of miles by the time we again reach our homes, and resume our ordinary duties, for the purpose of being present at this meeting, and participating in its counsels. Some of the clearest thinkers and most eloquent speakers in our whole Pacific territory are represented upon our program, while experience and mature wisdom are here to assign a due limit to mere exuberance and effervescent enthusiasm. As the early Church had its great councils, education in our day has its own; and as the Fathers of Christendom occupied themselves in discussing central and fundamental questions, so the pioneer organizers of education in a new community may well look to the basis on which future decades and centuries are to build. It would seem inappropriate, considering the gravity and magnitude of our task and the sacrifices we must make in the performance of it, that we should convene for the purpose of being shown in detail a method of teaching Second Grade Geography, or of gazing upon the latest form of abacus for use in the Mental Arith

metic class. Everything in its place. Have we not Institutes for these purposes? And can these Institutes be doing their work well, if we are called upon to do it all over again here? Should we not rather devote ourselves to the examination of such basal questions as these: Why do we teach? What shall we teach? How much of each subject shall we teach? In what spirit shall we teach? "Ah, but," objects some one, "that is an old story. Are we never to get beyond the beginnings? I thought we had settled all that, or that Boards of Education had settled it for us."

So we have settled all that, have we? Yet the degraded, the outcast, and the vicious still swarm in the streets of our large cities. We have settled all that, yet Black Bart still ranges the mountains, assassinates or paralyzes with fear the guardians of life and property, and sets law at defiance. We have settled all that, and likewise California's record for divorces among the States of the Union and in the civilized world. We have settled all that, yet labor still cries out against the oppression of capital, and capital still exclaims at the inefficiency and dishonesty of labor. We have settled all that, yet often times he who is willing to work cannot find employment, or, being unskilled, can earn but a bare pittance, while the whole soul within him is in revolt at what he calls the injustice of society, the tyranny of the opulent and the well-to-do. We have settled all that by our prescriptions in Geography and Arithmetic, and the unrivalled excellence of our marking system. Who was it that exclaimed in the decay of the Roman Empire, "They make a desert and call it peace"? Might we not, with some modification, apply these words to ourselves, and admit, "We establish a formula, we devise a mechanism, and call it education"?

Already I hear the voice of the optimistic defender of institutions. It says to me emphatically and with insistence: "We grant that there is evil in the world, nay, that these particular evils do exist. Certainly they exist, but they do not concern us. The State makes laws, and pays judges, and policemen, and turnkeys, for the detection and punishment of crime, and the remedy of injustice. It pays us on the other hand, to teach Geography and Arithmetic." But, my brother, suppose that, while you are teaching Geography and Arithmetic, the fountains of the great deep are broken up, earth's base proves to be built on stubble, the pillars of society are loosened, and the State, a universal wreck, comes tumbling about your ears, what then? Who pays you in that event, and for what? And, more momentous of questions, will your conscience absolve you from all blame? "Oh, there is no danger of that," my optimist replies. "Is

not every overland train freighted with passengers for this Coast? Are they not coming by hundreds with every Raymond Excursion? Are not our acres being rapidly sold off, and our vacant territories filling up? The assessed valuation of our wealth was, in 1882, less than 609 millions; it is now 957 millions, nay—why not call it a round thousand millions? There is really no cause for alarm. Quiet yourself, my dear fellow; things are not so black as you would paint them. Besides, think of our glorious climate!" Thus far our optimist, with gay smiles, and hearty, reassuring tone.

But are we quite certain that all this, however true, is relevant? That a rapid shifting of population is an index of that virtue by which alone communities and commonwealths subsist? Or that climate necessarily argues character? Scarcely a week passes that we do not hear, from some part of the country, tidings of a conflict, actual or impending, between the constituted authorities, the representatives of law and order, on the one hand, and large bodies of citizens on the other. In Chicago, Anarchy nearly succeeded in manacled Justice, and throttling Civilization, and its yell of disappointment has scarcely ceased ringing in our ears. In a Southern town, the legal and recognized officials are guarding a prisoner whom the citizens wish to lynch. The citizens assemble and press forward for the execution of their design; they are warned back, still advance, and are met by the sharp crack of rifles. The streets immediately run with blood, fury reigns, and law, in the person of its representatives, has accepted its fearful responsibility, at the risk of itself being trampled out the next moment. These, and such as these, are present evils, which we can not ignore, and which we can not afford to glose over. They are evils which in a commonwealth of good citizens, asserting the highest prerogatives of manhood, could not exist. The question I would ask resolves itself into this: "Are we or are we not responsible, as teachers, for the making of good citizens? The youth of the State are committed to us for, say, ten of the most impressionable years of their life. Six or eight years after they leave us, these boys are citizens, have the right to vote, make and execute the laws, shape public policy; by that time these girls are leaders of society, mistresses of home, queens in their dominion over the lives of men and of the coming race. Are these youth to be molded into right manhood and womanhood by laws, judges, policemen and turnkeys? Then why this vast expense and machinery of education? "To fit them to earn a living," says one. Does it always accomplish this? "To fit them to become good citizens, useful, kindly and helpful men and women," says another. To

fit them to become good citizens, useful, kindly and helpful men and women, say I. The cohesive force of society and institutions is not to be sought in prohibitive and restrictive enactments and measures, but in convictions, ideals, and spiritual energies. These convictions, ideals, and spiritual energies it is the function and duty of education to evoke, call into being, quicken into vigorous and splendid life. Whatever else it does, or leaves undone, this it is bound at least to attempt, since otherwise it nullifies itself by creating an environment which no longer demands education at all, save as a means of pandering to a refined, but unmitigated and cruel selfishness. Beyond such a condition of things there is nought but savagery and undisguised cannibalism. All human ties having been loosened, man relapses into the condition of the wolf and the panther, and becomes a mere beast of prey:

"Dragons of the prime,  
That tare each other in their slime,  
Were mellow music match'd with him."

Let us now proceed in a somewhat more systematic manner to consider briefly the constitution of man as man. Complex is this nature of his, so complex that we have difficulty in determining its various elements and faculties. Upon some such division as the following, however, I have no doubt we should all agree. First, he has a body, about which physiology tells us all that is needful. This body has its vital organs, necessary for the preservation of the animal life; its limbs, serving for locomotion and the performance of physical labor; its senses, serving as the avenues of communications received from the external world; and the various instrumentalities through which the man, from his retired citadel and fastness, affects and influences his physical environment, together with the other living and sentient beings by whom he is surrounded. At this point the visible and the tangible end. Yet we are no less assured of the truths that follow, though they are gained somewhat inferentially, and do not depend upon the mere evidence of the senses.

Secondly, man has intelligence, or mind. There is a department of his nature capable of receiving impressions from the world of sense, of classifying and correlating them, of apprehending truths of various orders, of the combination and elaboration of truths, and finally of resolving these various apprehensions, perceptions and insights into a body of systematized knowledge.

There is also a part of our nature which may be called the emotive. This includes our desires, instincts, passions, and attachments, and in general, that psychical faculty through which we enjoy and suffer.

These two departments, of the intelligence and the sensibility, might be disjoined and treated separately. It will suffice for our purpose to unite them under the general name of the soul, the word spirit being more properly reserved for the next division.

Thirdly, there is our moral nature, the essential constituent of which is the will. This is the region of government, of control. Here is the legislative, the executive, and to some extent the judicial department of our nature. From here, as from the Capital City, from a centre of supremacy, from a State House as it were, go out the laws which are to rule the man, and the force which is to insure obedience to the laws. This is the true realm of spirit, of that which is characteristic of man as man. As for the body, that we share in common with the beasts that perish. As for intelligence, desires, affections, these are not peculiar to ourselves. Does not a cat love her kittens, and can we not teach a pig to distinguish the letters of the alphabet? But in the spirit dwell the lofty regents that control our destinies. The body is a mere servant to obey its behests. The intellect is only a purveyor, to exhibit such and such goods to the rich and powerful sovereign, and humbly ask: "Which will it please your Majesty to select?" For here, and here alone, is the power of rational choice, the volition to determine upon a line of conduct, the Supreme Court before which all important cases must come for argument and adjudication. The body must wait for the sanction of the spirit. The intellect can do, that is, effect, nothing of itself, unless power be given it from above. Our legs carry us whithersoever we will, that is, whithersoever our spirit wills. One man they carry to a lofty peak of the Sierras or the Himalayas. His spirit chooses glory—the glory of being known as the most adventurous climber in the Alpine Club. Another they carry swiftly towards the marts of trade—towards the Stock Exchange; his passion is money. Still another they carry to the bedside of the dying, to the cottage of the widow and the fatherless; his spirit, his faculty of choice and will, impels him to benevolent ministrations, to the succor of the afflicted and of them that have no helper.

Now, if we admit this threefold division of man, into body, soul, and spirit, and the twofold subdivision of soul into intellect and emotion, including under the latter the desires, the affections, and the æsthetic faculty, it remains to inquire what provision we, as teachers, as the responsible leaders and guides of education, public and private, within this vast territory, have made for a threefold, or, taking account of the subdivision, for a fourfold education. How skillfully have we adjusted

and satisfied the rightful claims of our humble, but all-powerful petitioners, our suitors—but our kings?

Of these claimants, the body is first, and, in a sense, lowest, for the oyster, the snail, and the fox have also each a body; yet is it not to be neglected, since it is the great factory where the mind is weaving knowledge, the emotive faculty weaving sentiments, and the spirit weaving doom—the agency by which human life manifests its dominion over the world of matter and of sense.

Somewhat higher, but not yet supreme, are the intellect and the sensibility, for the dog, the horse, and the elephant have intelligence, and all can be won by caresses and palatable food, and controlled by hope and fear.

Last, the monarch in this microcosm, the will, the faculty of decision, the spirit, the moral nature. By this our earthly universe is to be ruled and kept in order. Woe to us if we neglect the education of the will, if we are indifferent to ethics, if we devote ourselves to the body and the intellect, and leave them masterless:

“The state of man,  
Like to a little kingdom, suffers then  
The nature of an insurrection.”

Or, as the same unparalleled genius has expressed it:

“The heavens themselves, the planets, and this centre,  
Observe degree, priority, and place,  
Insisture, course, proportion, season, form,  
Office, and custom, in all line of order.

\* \* \* \* \*

Take but degree away, untune that string,  
And, hark, what discord follows! each thing meets  
In mere oppugnancy: the bounded waters  
Should lift their bosoms higher than the shores,  
And make a sop of all this solid globe:  
Strength should be lord of imbecility,  
And the rude son should strike his father dead:  
Force should be right; or, rather, right and wrong.  
(Between whose endless jar justice resides),  
Should lose their names, and so should justice too;  
Then everything includes itself in power,  
Power into will, will into appetite;  
And appetite, an universal wolf,  
So doubly seconded with will and power,  
Must make perforce an universal prey,  
And last eat up himself.”

If, then, the due subordination of the body, the mind, and the affection to the moral nature be neglected, such revolt as Shakespeare has

described must take place in the individual. Next, a complicated revolt ensues in the family. The evil, like an infectious disease, then attacks the hamlet, the village, the town, the city. When this stage has been reached, what power can check its ravages? The power of the law? The law is paper, more or less white, smeared by ink more or less black. There is practically no law except that written by the finger of God on the hearts and consciences of men. The written law is a dead letter except it be upheld by force. The force upon which the execution of the law depends is bodily force; but this bodily force will not, nay, cannot be exerted save at the bidding of the faculty which says: "This is right, and that wrong. This I perceive to be my duty, and perform it I will, be the consequences what they may." But we have supposed this faculty weakened and paralyzed from the very outset. What then can minister to a will diseased, a moral nature perverted? Still more, what can minister to a collective and corporate will diseased? The community in such case is in a vicious circle from which there is no escape, save by beginning with the individual and making him king over himself, placing the sovereignty in that part of his being where it belongs, and where alone it can be exercised. For this we must depend upon religious teaching, public and domestic, but not less upon the sense of responsibility in the great body of professional teachers. They have no more right to neglect it than a general would have to deprive his soldiers of food while attending to the perfection of their rifles and the neatness of their uniforms.

To return to our question: Are we or are we not bestowing proportionate and sufficient attention upon these various elements of man's complex nature?

As respects the body. This may be regarded in two aspects. On the one hand, it provides the physical basis, the vitality and vigor which are the condition of mental, emotional, æsthetic and spiritual activity; this is the more general view of its functions, and furnishes one reason why it should be brought to a state of normal development, and kept in perfect health. On the other hand, certain bodily organs may undergo special cultivation, and certain peculiar dexterities may be imparted, with reference to the production of useful or pleasing objects, or to the practice of some one of the fine arts. Such cultivation might have particular reference to the gratification of the æsthetic sense, but in the large majority of instances would be directed to securing a means of livelihood. Under the latter head would fall manual and industrial training, though all such education of the bodily organs implies a corresponding education of the dual soul, and demands, in

order to the happiness of the individual and his harmonious participation with others in social and political concerns, the proper education of his moral nature. The problem of bodily health, as based upon cleanliness, exercise, good food, pure air, recreation, and rest, is an exceedingly important one. In the country districts a partial solution is more readily found in a mode of living which involves one or more of these factors; in the cities physiology is often studied in a room fetid with exhalations, and suffocating with carbonic acid gas, while a system of injudicious cramming, in connection with exciting social pleasures often deprives the pupil of needed rest, and renders him a physical idiot if the license of expression can be pardoned. Concerning the other matter, that of industrial training, I will say nothing here, since it is to be discussed this afternoon and to-morrow by abler heads than mine.

As to the intellect. It is by no means clear to me that the mind, in itself regarded, is as thoroughly nourished and fortified by our present system of education as would be possible in the time devoted so exclusively to this purpose. It would require a good deal of sound and solid argument to convince me that such mastery of those branches as is now gained by the average pupil requires eight years in the case of Arithmetic, and six in that of Geography.

As to the emotions, including the sensitiveness to beauty, the ability to perceive genuine and precious loveliness of form, color, musical sound, and poetical rhythm,—are they not almost totally neglected? Who can calculate how much more sweetness and joy life might be made to yield, were the latent artistic possibilities, which in some measure are the property of nearly all, more fully developed and realized? The growing boy, the budding woman, hungry for life and happiness, full of dreams which are in themselves potencies and promises, are often cheated out of their human birthright, and instead of being led into the glorious presence of the opening heavens and the radiant earth, are thrust back upon the wretchedness of paltry surroundings and companionships, and despondently sit down in dust-heaps, to play with chips and potsherds. There is no noble art of which some sound elementary appreciation could not be acquired in our ordinary schools. Take vocal music, for instance. How easily can choral singing be learned by the Tonic Sol-Fa method! An hour or so once a week, spent in the practice of this art, would yield incalculable pleasure and benefit. Or take sculpture. The twenty greatest masterpieces in ancient and modern sculpture could be familiarized to the eye, and their forms indelibly impressed upon the memory, to serve as norms for the judgment through the whole of life, by the judicious employment of a

we excellent photographs, procurable at a trifling expense. Similarly painting : composition and chiaroscuro can be exhibited through photography, and some notions of color communicated by the aid of chromo-lithography. That the best poetry can be brought home to the sensibility, the judgment, and the life by means of appropriate selections and explanations, requires no proof. But in order to do this there must be teachers with eyes to see and hearts to feel ; the tongues to utter they will find they possess, when once they are sure of the nobler organs.

And now to return to moral education. Ruskin affirms that children must first be taught to keep themselves clean, and then to obey ; in default of such acquirement he declares further moral training to be impossible. In a measure these are taught by our schools. But what of the superstructure? Are truthfulness and honesty taught? If so, why is there so much misrepresentation in business, and so much perjury in the courts? Is courage, and especially moral courage, taught? If so, why do so many notorious abuses remain unrectified? Why are not our Augean stables cleansed a little oftener? Is love to one's neighbor taught? If so, why so much class and neighborhood jealousy, detraction, envy, arrogance, strife? The trouble is that we address the intellect too exclusively. Certain pieces of information are indeed acquired ; a cargo, more or less valuable, is indeed shipped, but the vessel is too often rudderless ; the compass was disparaged by somebody as an old one, and has been heaved overboard ; the chart was of last year, so it has been used to light the galley fire. When is the vessel likely to reach its destination? What is its destination? And what will the goods be worth when they arrive there? If there is any Rule of Three by which to answer these three questions, I should like to see it incorporated into the next text-book on Arithmetic. The truth is the man is literally at his wit's end, for he has not been taught to make right choices, and to make them energetically.

But have we any right to educate the will, and to address the moral consciousness? Shall we not be treading on some one's toes? How can we teach the boy, whose father is a drunkard, not to become a toper, without reflecting on that unhappy father? And then are there not the vested rights of another profession to consider? And can we teach ethics without becoming partisan? I will reply in the words of Professor Welcker, late Superintendent of Public Instruction for this State, in his report for 1883-4. He says, and the emphatic words are of his marking : " The one *great* want in the public schools is a greater attention on the part of teachers and other authorities to moral instruc-

less to character-building. To turn out good honest men and women is that which should be not merely acknowledged but to be the principal end and aim of the public schools: that should come before or be allowed to interfere with the good best intellectual education should be subordinated to it, and that this too should be not merely incidental, coming to the front on all occasions, but that it should have its regular and frequent place programme of exercises. It should never be omitted or postponed of anything else.

Following these sentiments, I would ask, not have we a right over the natural nature, but have we a right to neglect its educational and such education enjoined by all our better impulses, and b distance of enlightened self-interest and patriotism? Is there or who does not heartily admire Wordsworth's Happy Warrior, that of a truly virtuous man, and who would not willingly see ourselves reflected in all his friends, neighbors and compatriot we recall the lines to your mind:

"By objects, which might force the soul to abate  
Her feeling, rendered more compassionate;  
In placable, because occasions rise  
So often that demand such sacrifice;  
More skilful in self-knowledge, even more pure,  
As tempted more; more able to endure,  
As more exposed to suffering and distress;  
(Thence, also, more alive to tenderness.)

"Tis he whose law is reason; who depends  
Upon that law as on the best of friends;  
Whence, in a state where men are tempted still  
To evil for a guard against worse ill,  
And what in quality or act is best  
Both seldom on a right foundation rest,  
He fixes good on good alone, and owes  
(To virtue every triumph that he knows.)

Who, if he rise to station of command,  
Rises by open means; and there will stand  
On honorable terms, or else retire,  
And in himself possess his own desire;  
Who comprehends his trust, and to the same  
Keeps faithful with a singleness of aim;  
And therefore does not stoop, nor lie in wait  
For wealth, or honors, or for worldly state;  
Whom they must follow; on whose head must fall  
Like showers of manna, if they come at all.

—Who, not content that former worth stand fast,  
 Looks forward, persevering to the last,  
 From well to better, daily self-surpass:  
 Who, whether praise of him must walk the earth  
 For ever, and to noble deeds give birth,  
 Or he must go to dust without his fame,  
 And leave a dead unprofitable name,  
 Finds comfort in himself and in his cause;  
 And, while the mortal mist is gathering, draws  
 His breath in confidence of Heaven's applause."

Such ideals should be constantly presented in the schoolroom, and enforced by historical and living examples, as well as by precept. In this connection it might be asked whether we have not gone too far in our exclusion of the Bible from the schools. By those who disbelieve, or only half believe, in its inspiration, our version is still regarded as the first English classic. The literature of fifteen hundred years, that is all modern literature, is unintelligible without a knowledge of it. The older and larger part of it constitutes the chief classic of the Jews. In a certain and very real sense, it is the foundation of the Mahometan Koran. Nations that have no other literature whatever possess a translation of the Bible. To Christians it is the one supreme guide of life. Then why should we so fear it, abhor it, and shrink from it, as though to speak of it, or even to think of it, were a mark of defilement or a sign of imbecility? Surely a person ought not to be rated as a social pariah because of a certain moderate acquaintance with it. If he had read it through, why, then, who can tell what he might deserve? Is it that we confound religion with sectarianism, and imagine that no reference can be made to the Bible without plunging us into a denominational war?

Ruskin, after rehearsing his Biblical studies, pursued under his mother's direction, adds: "And truly, though I have picked up the elements of a little further knowledge—in mathematics, meteorology, and the like, in after life—and owe not a little to the teaching of many people, this maternal installation of my mind in that property of chapters, I count very confidently the most precious, and, on the whole, the one *essential* part of all my education."

On the Bible were laid the foundations of our most intelligent and patriotic Colonial commonwealths, and of our oldest and most respected Universities. It nerved the arm of the Revolutionary soldier, and sustained the courage of his illustrious Commander-in-Chief. Obedience to its commands established the Union and preserved it, and there is no mode of insuring its continued preservation except by persistence in the same course.

I repeat that I believe we are living in a singularly critical time. If we judge by the most obvious indications, we shall be impelled to conclude that spiritual force was never at a lower ebb in this country than at the present moment. I do not deny that there may be more subtle indications pointing to the contrary, but there can be no question that our more thoughtful citizens are seriously alarmed at the present ominous outlook. In poetry, where are the successors of Bryant, Poe, Longfellow and Lowell; in philosophy, of Emerson and the transcendentalists; in fiction, of Hawthorne; in history, of Bancroft and Motley; in statesmanship and grasp upon broad constitutional principles, of Hamilton, Marshall, and Webster? As far as appearances go, the country has bred up a generation of money-worshippers. The open and professed tendencies of our time are materialistic. It is ours not to yield to these tendencies, but to resist them; not so much to resist them as to point out their shallowness and folly, to show how insignificant a place in the life of the true man or woman is occupied by rich food, expensive clothing, diamonds and champagne, with the servile adulation which follows in their wake. We must endeavor to substitute worthy ideals for low ones. Our motto should be, "Plain living and high thinking." It is of no use to assume that it is anything else, as far as the first half is concerned. We can not help ourselves. We are restricted to plain living by the very fact of our being teachers, but we ought to strive after high thinking, not as a substitute and a solace, but because it would be the only road to abiding happiness and safety, were we millionaires, rolling in our carriages and familiar with every luxury. This high thinking should argue greatness of soul, and there can be no true greatness of soul without tenderness, sympathy, and a philanthropic desire to serve others to the utmost of our capacity.

Perhaps at this point I shall be asked for practical suggestions. Those that I shall give will be few and brief. They are these:

1. Let Boards of Education and Principals seek for character in the teachers they employ, insist upon it as a prime requisite, and discharge teachers who haven't it.

2. Before beginning to teach, or as soon thereafter as possible, obtain the broadest, deepest, most human education within your reach. One is not even prepared for teaching Arithmetic and Geography by the study of these branches alone, much less for the task of rearing up healthy, intelligent, generous, sweet-natured men and women.

3. Maintain your interest in the noblest thought and purest sentiment by actively supporting the Teachers' Reading Circle, or whatever agency brings the best education to your doors, asking you to partici—

pate in its advantages there, at your own fireside and in your own neighborhood.

4. Teach the best literature in your schools that your pupils can understand. They can understand more than you give them credit for, perhaps more than you are at present capable of understanding yourself.

5. Introduce the Bible into the schools, in the least objectionable manner, as soon as public sentiment and Boards of Education will allow. Try to live by its best and purest teachings, and induce your pupils to do the same.

6. Bear in mind the threefold nature of your pupil. Do not stunt the rest of his body in order to cram his brain, nor enfeeble his moral nature for the sake of  $86\frac{3}{8}$  instead of  $86\frac{1}{4}$  per cent. in examination. Give his affections and love of beauty a chance. He will thank you for it by-and-by.

7. Cultivate the spirit of brotherhood with your fellow-teachers and with all the world. Do not bury yourself, nor allow yourself to be buried. Come out into the sun, and get warmed through and through; if there isn't sunshine enough to go round, try the experiment of contributing a little of your own.

One word in closing. The opinions I have endeavored to express are mine. I trust they are shared by many teachers, and should be glad if they were shared by all. My views may not be representative ones, not such as you would wish to have fathered upon you as an Association; no one should assume that, as an Association, you are responsible for them. You are at liberty to accept or reject them, as may seem best to you, but next to a hearty acceptance I should welcome a vigorous rejection, accompanied with sound reasons, and proclaimed to the world as the policy of the Association.

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PHOTOGRAPHERS have succeeded in so perfecting their processes that they are now able to photograph a cannon-ball in its flight, and in some cases to even show the head of condensed air which precedes the projectile.

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REASON and experience both forbid us to suppose that personal morality can be maintained without religion, or national morality to the exclusion of the religious principle.—*Washington.*

*WHY IS IT THAT BOYS BECOME LAZY, INEFFICIENT  
AND IRRESPONSIBLE?*

A recent conversation with a parent has convinced me of the importance of calling attention to a very curious phenomenon in the relation of growth in education.

For some years I had occasionally noticed passing fits of stupidity in some of my best boys, for which I could not in any way account until "it was borne in upon me" that these boys were all at that time growing rapidly, and that this mental condition was in some way dependent upon their growth. Being thus induced to observe more closely I became convinced that this very absorbing business of growth was really the cause of the stupidity that had excited our astonishment and that due allowance must be made for it.

One of the most striking instances of this was in the case of Alfred R., whom I have already had occasion to quote as having shown in one instance extraordinary maturity of judgment for an immature mind. Mr. C., one of my teachers, came to me one morning to say that Al., who was one of our best boys, was answering in such a foolish way that something ought to be done with him. Leaving my class I went to his and found Al. standing at the blackboard. I said:

"Al., what is the matter?"

"I don't know, sir."

Requesting Mr. C. to ask again one of his previous questions, I listened in amazement to the foolish answer. Asking two more questions and getting answers of the same sort, I said: "Mr. C., you will please be so kind as to ask Al. the regular questions, but excuse him as long as he answers in that way. He has been growing so rapidly that his brain doesn't work. He will most probably get over this in two or three days." And it was so. He soon answered as usual and went on without a break. In other such cases I noticed headaches and general listlessness, which, however, soon passed away, and the result of which in boys of good character could be readily excused.

There was, however, another phase of this phenomenon which it took me a much longer time to understand and appreciate.

Quite a number of years ago I had in my school a boy named Alfred Y. For some time after entering the school he did very well in his studies, though he was always full of fun. Gradually, however, he

became more and more lazy, and all my exhortations had no effect upon him. This went on for about a year. When he came back the next fall to begin his studies I said to him :

" Al., if you are not going to work more than last year, it seems hardly worth while to begin."

" Well, sir, I think I shall do better."

" Very well ; you can try."

He did try, and succeeded perfectly, giving no trouble, and doing all his work in a very satisfactory manner.

The next case, some years after, was that of Harry T., a very good fellow, who shot up and spread out in a wonderful way, but who got so intolerably lazy that nothing would move him. All the efforts of his father at home and myself at school for a whole year produced so little effect that the next fall I said to him also that it was not worth while to go unless he could do better. He said he could, and he did. In the next year he did much more than he had done in the two preceding years. When he left school and went down town he displayed the same energy, and has continued to show it ever since.

The next case, that of Harry N., was still more striking. Not being able to induce him to work at school, his father and myself agreed that it was better to remove him. He was so utterly lazy and listless that no appeals no matter of what kind or by whom, had any effect upon him. His father tried to interest him in business, but without success. There was nothing vicious or disagreeable about him, but a terrible amount of inertia. He did not wish to do anything at all. He was utterly indisposed to any exertion of mind or body. His father sent him as a sort of supercargo around Cape Horn to San Francisco. Even this did not cure him. When he returned he was just as indifferent and sluggish as before. A few months, however, after he returned, suddenly, one morning, he went down town, found a place as clerk in a house of good standing, and has been there hard at work ever since, getting down to his work in the morning by 8 o'clock, working steadily until 6 P. M., and " blows up" any one of his young friends that he meets who has not yet settled down in some employment.

Recently Mr. E., the very able literary editor of one of our foremost journals, stated that, when a growing boy, he passed from the Grammar School to the High School, making a particularly good examination. Soon afterward in the High School he broke down utterly in his studies. He was not able to answer in any reasonable way the questions asked him. So much was his teacher exasperated at this stupidity that he threatened to thrash him. Young E. said to him :

"Well, sir, I'm not fit to be here. The best thing I can do is to go back to the Grammar School."

He did so, and had a good easy time there for about three months, being so familiar with what was there required that little or no mental exertion was necessary. At the end of that time he re-entered the High School, and even took his place with his former class, passing a good examination on the very matters in which he had failed so completely in recitation, nature having merely "let up" sufficiently in his growth to allow some share of nourishment to his brain.

The last case that I shall quote has just occurred in my own family and I have thus had twice as much opportunity for observation.

One of my sons increased in height and bulk very rapidly, and now, though only 14 last February, measures five feet seven inches, and weighs 142 pounds. Somewhat more than a year ago he began to be very lazy. His lessons were not prepared, he complained of headaches and not feeling well, yet when sent home for such reasons, he had no difficulty in playing ball in the fields near our house, and was often found in a pleasant corner reading a pleasant book. He appeared to have no compunctions of conscience, and his mother and myself were very much distressed on this account. It was very difficult to get him up in the morning, and he displayed generally the same utter sluggishness, and listlessness that had distinguished Harry N. He forgot messages so easily that he was of less use to us than the younger children, and we were obliged to get along with him generally as well as we could. He took such a loathing to all studies or tasks of any kind that at length I concluded to let them all go. I told him frankly that I considered him to be a sick boy, and that I must wait patiently until he got well. I said I should in the meantime employ him as my clerk or to assist me in any way that he could.

In his case two more passing diseases, self-sufficiency and the sea-fever, added their complications. As to the first, I have for many years been convinced that 16 is about the wisest age. A boy generally has at that age more sure and certain knowledge than he has ever had before or ever will have again. This mental condition is very well expressed in the old proverb which says that "Old people think young people to be fools, but young people know old ones to be fools." Very often I have sat at the feet of these young Gamaliels and listened to their wonderful wisdom. Some of them have even volunteered to run me and my school. When I have had time to spare I have allowed them to try it, but, they soon "came to grief," they showed that at that age conceit, like hope, "springs eternal in the human breast;" and though

the whelming waters of defeat closed over them apparently forever, they soon came up as bright and smiling as before, striking out vigorously for the shore of some new El Dorado that to their eyes seemed so sparkling and so near. P. has had his attack two years earlier than the average, but it is by no means slight.

Of course when a boy is suffering from such a morbid condition of the brain, all that can be done is to have any amount of patience, and to keep him employed at something so as not to allow him to get into any bad habits from idleness. A dentist to whom I sent my son said: "The best thing you can do with that boy is to turn him loose in a ten-acre lot until he gets done growing."

Sending a boy out on a farm, or letting him travel with a tutor, and learn what he can, or giving up his books and making him a clerk somewhere, are among the best methods of bridging over this difficulty.

For a man to find that his son is getting more and more lazy and useless; that he sticks to it that he did say a thing when he did not; that he promises to do work and does it not; that he becomes more and more indifferent to the most earnest appeals to him to do his duty—as these are about as aggravating and alarming things to a conscientious parent as can well be imagined; but if physicians tell the truth, and the cause of all these actions is cerebral anæmia; if, when the boy promises, his brain cannot perform, why should we expect him to make bricks without straw? Let us rather bear patiently with him until boon Nature, turning in due time from her task of growth, gives again its regular rations to the brain, so that the young soldier may march once more along the path of duty and delight us with his progress. If his brain be well cared for he will soon, with added energy, make up what has been lost and press onward with increased vigor in the race of life.  
—J. M. M. in *New York Evening Post*.

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#### A FREE TEXT BOOK EXPERIMENT.

One township of Clearfield county, Pa., has tried the plan for sufficient time to become convinced that it is to the interest of the teacher, scholars and patrons, and these are certainly the interested classes in every district.

1st. It is to the teacher's interest, because he has control of the books, and he can give the pupil exactly the books he needs. He thus avoids the unpleasant duty of compelling the pupil to throw away a book that is not suited to him and purchase a new one. Furthermore

the teacher can require better care to be taken of the books, as they are the property of the district and not of the pupils, but again he can have a full supply of books and stationery which is not always the case under the old system.

2d. It is to the scholars' interest. It not infrequently happens that the brightest scholars in a school come from the poorest families in the district, while they may be supplied with all the books that are required to be studied, yet they have none outside of those. They cannot afford dictionaries, as reference books, hence they are bound down to the adopted text-books. But if the district furnishes the book, at a very small cost a few reference books, &c., can be secured for each school, thus placing the poorer scholars on an equal footing with their richer classmates.

3d. It is to the patron's interest. Here is where the great benefit is derived. In this township everything is furnished from the slate pencils in the primary room, to Caesar's Commentaries in the High School. The total expense for last year was \$233.

There were ten schools in the township averaging forty scholars, a total of 400. This shows an average cost per pupil of  $58\frac{1}{4}$  cents. The first year it was more than this, but even the first year, when all the books had to be bought new, the average per pupil was less than \$1.50. No parent can furnish his children with all needed books and stationery at an average cost of fifty-eight cents per year.

Persons living here who have two or more children of school age say their whole school tax is not so much as the expense of buying books under the old system.

The burden of buying books is a great detriment to educational work, especially with laboring men, who are compelled occasionally to remove from one district to another. We once knew a poor man who moved not further than six rods, but it cost him \$15 to secure books for his five children. He had crossed the fatal borough line, and his children were sent to different rooms, where each had to have a full set of books. The needless expense can be saved by each district furnishing the books.

There are many other reasons that might be given did space permit why text-books should be free. We hope to see this question agitated and brought home to the various School Boards of the State.—*E. C. S. of Penfield, Pa., in Educational News.*

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WHAT is liberty without wisdom and virtue? It is the greatest of all possible evils, for it is folly, vice and madness without tuition or restraint.—*Edmund Burke.*

*PLASTIC DRAWING.*

While the straight line drawing has been for some time very unsatisfactory to many Kindergarteners, the efforts to find something better have been directed mainly to outline work. Only a very few have given plastic drawing any consideration, it being thought wholly impracticable.

The usual objection made to it relates to method rather than principle.

The question asked is, "Can this be done?"—not, "Is this the true method?"

The educational principle should be first well weighed. If that be sound, then trust to time and persevering effort to work it out.

Truth and expression rarely come simultaneously. Find the truth, and correct form of expression is bound to result. In this belief, as one striving to see all sides, I offer the following thoughts, which have formed the basis of my work for two years past in the Kindergarten.

First, we have the time worn fact, that a child sees an object as a whole before he sees the parts. Also, he must handle contrasts in the concrete before he can in the abstract; as differently shaped, whole red objects are presented, before the color red is abstracted.

Place a red ball before a child. What is his first impression? A red ring or a red mass?

Is drawing the expression of impressions?

Is not an outline simply the result of the shape of a mass?

Is an outline abstract or concrete?

Which is easier; to shape an object by outline, in either straight or curved lines, or by a flat mass, working from the centre out?

What can a child the more easily do, draw a ring, or make a circular mass?

Neither a circular, unshaded mass, nor a circle is a perfect representation of a spherical form. Which, as a beginning of expression, bears the closer resemblance to a solid?

As these questions have presented themselves to my mind, I have thought: Suppose a child is naturally inclined to draw an outline, shall I not leave him to do it?

On the other hand, suppose it to be natural, the question comes? Does a child always naturally chose the easiest mode of expression, or

What which leads eventually to true educational results ?

A child may spontaneously draw in lines, because his parents and relatives have so drawn for him from his earliest recollection, and he, also, inherits such a disposition, which may cause his observation to be limited to outline.)

It is not thought wise to leave a child to form his own verbal language unaided. It is true that many are so left, and have afterwards to unlearn and correct bad habits. But does not the wise and thoughtful parent furnish that which will serve as the simplest, best basis for the development of speech ? So it would seem with the language of drawing. It is wise and reasonable to select for the child the safest steps ; not to arbitrarily force him in that, or any direction ; but, let the help and leading be in the line of what seems best.

Education requires both following and leading. Too often we altogether adopt the following of the child's inclination, because that is easier than striving for the wonderful poise and balance expressed by Froebel.

We certainly must follow, but as certainly lead. We must be passive, yet active ; which at times causes despair to all Kindergartners.

In my own personal experience I have found that outline drawing does not lead to so much true observation of form, nor develop so much talent in the pupil, as does the plastic. Indeed, it tends to destroy the soul of drawing.

It is conventional and leads to design, but not to representation. Outline limits expression, because it tends to limit impression. For the child is called on to see, not all he can, but only one part.

On the other hand, the plastic does not interfere with, but rather aids and leads to outline, when, at a later stage of the work, we abstract from mass for design.

Outline is only the shell, not the spirit, and has its own place and time ; but, as yet, I have been unable to see that it furnishes the true basis or method for expressing unity, the spirit and life underlying the relation of form

Outline isolates an object, cuts it off from its surroundings ; plastic representation considers it in its relation to them ; we see the object by means of its surroundings, *i. e.*, light and other objects.

This may sound very complex, but the child is to know these truths only through his feelings, and be led unconsciously to form the habit of seizing on, and relating cause and effect naturally from the phenomenon before him.

Place an object in the middle of the table ; each child sees a different

part ; or, the object has a different appearance to each.

The child finds that his picture is not like his neighbors. Is his neighbors wrong ? he asks. You bid him place himself in the other's position and look ; he finds that a different position gives a different view, and both are right.

Worthy of consideration is the fact that outline is more uncompromising than a mass ; hence more difficult and discouraging, since it is not modifiable if wrong ; whereas, a mass is yielding and flexible—can be modified and made to assume a different shape without wholly destroying the representation.

Is it not true to educational principles to begin representation with whole solid effects—perhaps simply a flat mass at first, and lead to the distribution of masses by which an object is made visible ?

Is it not better to use a mass of color, instead of lines, till the child observes shading ? Will not his impression at first be solid color ? Is there any point to be given a beginner that cannot be brought out in relative proportion of masses ? Some will say, " Does not modeling do all this ? "

Not entirely. One great difference is, modeling does not necessitate a consideration of surroundings and, besides, modeling cannot and does not take the place of drawing. It, of course, must come first of all ; but outline expression hardly follows immediately. An attempt to represent the solid by means of drawing could better be the next step ; then, later on, abstracting curved and straight lines for designing.

At that point I would refer to an essay of Ruskin, which is, I think, "The Deteriorative Effect of Conventional Art, to be found in "Two Paths on Art." To make an outline and then fill in, is like going from abstract to concrete, reversing our usual order. Then, too, is not all creative work from within out ? While deeply impressed with this view of the subject, I am not altogether ready to say that *all* truth is on this side. Doubtless, it lies, as usual, in some happy mean, which in this case would be a rare and skillful combination of mass and outline. But to begin representing by means of a mass now seems to me the truer way.

With my training classes I have tried to give the benefit of all opinions on the subject. I have them first read and gain all that is possible on outline ; then show Froebel's drawing, and explain its relation to his other work ; show and explain other systems embracing curves. Miss Schwedler's curves are a step nearer life representation. They are made acquainted with the educational principles of mass drawing, that they may be enabled to judge of all. They are least acquainted with

plaster, and having had some experience in outline it is necessary to give them a few lessons in the first principles of plastic drawing.

After a full and free discussion, in which I usually represent the opposite side to the one they take, that we may see as many sides as possible they are asked to state in writing, how they would start a child in drawing. They are to draw on their present knowledge: not the knowledge to be expected a few months later.

This is to lead them to begin to have some positive opinion, even though it be an erroneous one, for in any case they are sure to change as they grow.

My present senior class have just completed this work, and I offer the paper of Miss Moore to illustrate what may be done in this line.—*Anna E. Bryan in The Kindergarten.*

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A TEACHER ASKS: "What are the requirements of law regarding instruction in morals and manners, and how shall they be taught?" Any attempt to teach them in the sense of teaching as applied to the common branches of education will be labor lost. Moral instruction can never be successfully given by assigned lesson or formulas and maxims, but ought to permeate every part of our daily work in the schoolroom: blossoming out in varied developments and reappearing every day and hour. In the schoolroom the child should draw in morality and patriotism as he inspires air, without noticing it. Moral instruction should be combined with everything: but, insensibly, like those nutritive elements which the scientists find re-appearing in all forms of food, but which are concealed under the infinite variety of color and form in which Nature clothes animals and plants, and which are unwittingly assimilated without a suspicion. Thus will moral instruction enter into the various work of the class, the readings, the recitations, the stories related by the teacher, the selections of fine poetry, and romances, being everywhere present, in short, without its presence being remarked. Instruction in morals, patriotism, and the undying principles of free government, is one of the highest educational demands of the age, and to the end that we may worthily respond to it, and thus raise up a generation of citizens both healthy and strong, our teachers should make a great and generous effort to elevate the character and quality of our public school institutions.—*Exchange.*

## A READING LESSON.

The class averaged fourteen years. The "piece" to be read was "Bingen on the Rhine." They stood in the "regular approved" position, with books held well down in left hands from intelligent faces.

The teacher gave the word to John, who therewith opened his mouth and spake in an well contented manner :

A soldier of the Legion lay dying in Algiers,  
There was lack of woman's nursing,  
There was dearth of woman's tears;  
Rut a comrade knelt beside him  
As his life-blood ebbed away  
And bent with pitying glances  
To hear what he might say.

Teacher—"My dear John, how can you read about the poor, dying soldier in that cold-blooded way? Mary, read the same."

Mary (in a high, trembling pitch)—

A soldier of the Legion lay dy-y-ing in Algiers—  
There was la-ack of woman's nursing  
There was de-arth of woman's tears  
Bu-u-ut a com-om-rade knelt beside him  
As his life-blood eb-bed a-a-way  
And bent with pitying glances  
To he-ear what he might sa-ay.

Teacher—"What's the matter with your throat, dear?"

Mary—"O, beg pardon; I thought you read in an unusual tone of voice. Well, class, tell me where Algiers is and this soldier left beautiful, peaceful vine-clad Bingen to lie dying in Algiers?"

Young General Reader—"It's in northern part of Africa and is mostly a desert. Germany wanted it for her own and sent soldiers to fight the Algerians and take Algiers if they could."

Teacher—"Can you tell me what time of day it is when this soldier lies dying?"

"Young girl—"It says farther on that the sun set as the soldier finished his message to his comrade?"

Teacher—"Yes; it is sunset. The red light from the west streams over the battle field and the scorching plains. Men and horses lie dead and dying on every hand. The red turbaned Algerians and the blue-coated Germans are alike shedding their life-blood in their country's

cause. Now, who is this young man who is dying far from home and friends?"

Class— "A soldier of the Legion."

"Teacher—Yes. And you know, of course, that *the Legion* means the company of *picked soldiers*, or the very bravest and truest men in the German army. Now, Julia, read."

Julia reads in a natural tone, with good expression. I stayed during the lesson and found that as soon as a child *knew what he was reading*, he read well. "A word to the wise is sufficient," said a wise one of the world. Natural tone, natural feeling—make natural reading. Who was it that ended up a long string of *naturals* with the sage warning: "But not a *natural* fool?"

LUCY AGNES HAYES.

MAYNARD, MASS.

### NEEDED INSTITUTION.

The instance of little lads up before our criminal court, charged with offenses so serious in the eye of the law that its strict enforcement would imprison them for years, is not an uncommon one; neither is the problem which faces the officers of the law novel. What to do with boys of tender years who are caught upon the very threshold of a life of crime is a question to which our codes vouchsafe no answer. The creation of institutions especially constructed and equipped for the reception and reformation of youthful criminals is one of the most pressing needs of California to-day.

It would not be necessary, nor, perhaps, wise, that such institutions should be exclusively under State control. In fact, it would seem better to commit their management to the counties in which they were placed. It has been found true, as a rule, that small institutions locally officered and directed do much better in their care of the erring and the unfortunate than larger ones managed by the State.

This subject of the reform of boys just entering upon lives of crime is one which should address itself to the attention of the established moral agencies of society as well as to the consideration of the State. With the oft repeated boast that the churches of the land do more for charity than all other social agencies, there should surely issue an effort to hold these erring youths back from destruction by some especially directed means. We suggest to the Christian churches of our community the wisdom and the propriety of devising and endowing an institution for the saving of such lads as these. Rest assured that any effort undertaken in this direction would be seconded by the support and sympathy of all our people whose hearts and pockets are ever ready to patronize that charity which begins at home.—*San Jose Mercury*.

*THE MORALIST'S CRITICISM OF THE PUBLIC SCHOOLS.*

The following remarks were made by Principal A. L. Mann, of the Denman Grammar School, San Francisco, at the late State Teachers' Association in Sacramento during a discussion on "The Moralists' Criticism of the Public Schools."

He regretted that the illness of his colleague, Prof. C. H. Allen, deprived him of his assistance in answering Dr. Barrows. Besides Dr. Barrows had sent the abstract of his argument to Prof. Allen, who had neglected to forward it to Sacramento ; consequently he was compelled to answer without preparation and without help.

He thanked Dr. Barrows, in the name of the Association, for the kindly and sympathetic tone of his criticisms and assured him of the willingness of teachers to endeavor to profit by his suggestions.

He thought, however, that the argument of Dr. Barrows was open to attack at two points.

1. He overlooked the fact that the teacher instructs his pupils not as individuals, but in classes.

The class is an epitome of society and must be managed upon the moral principles that underlie social institutions, or it will not be successfully managed.

2. Dr. Barrows underrated the moral value of good secular training in public schools.

The successful teacher must necessarily teach his pupils to be punctual, diligent, truthful, self-reliant, patient, courteous, respectful, obedient, careful of the property of others, considerate of the rights of others. If he does not do these things he will fail to accomplish the intellectual result that he is directly aiming at and which the moralist claims are all he secures.

Turning his attention to some of the other speakers who had seemed to think the teacher to blame for every social error, Mr. Mann said this charge rested on three unfounded assumptions :

1. The character of the child is like a piece of clay or marble, that can be fashioned into any shape by the exercise of superior skill.

2. The teacher reaches all the children of the State for a sufficient length of time.

3. He is the only one responsible for the moral development of the child.

Each one of these assumptions was analyzed and refuted.

The moralist seems to think that morality can be taught like

Geography, by giving it a definite place on the programme of recitations. The speaker pointed out this difference: that the facts of Geography are new and can be presented in a way to please and excite the mind, while the principles of morality are plain, simple and trite, and, if taught, must be taught indirectly by anecdote, by formation of habits of truthfulness and thoroughness in connection with daily work and by the example of the teacher.

The character of the teacher himself was shown to be of the utmost importance. This character, while it might not satisfy our ideal, is already high.

The audience was asked to compare school exhibitions with church fairs, ecclesiastical synods, with teachers' conventions, the 5,000 teachers of California with 5,000 church members taken at random, and the number of Sunday school Superintendents with that of public school Superintendents now sojourning in Canada as unwilling exiles.

In conclusion, the speaker said, that while we think that we are often harshly and unjustly criticized, and made responsible for the shortcomings of parents, ministers, legislators and society in general, still we acknowledge that we are an important factor in the formation of the character of our future citizens; we accept the responsibility and will earnestly use every means to make ourselves more worthy of our high calling.

THE DIVERSITY of opinion on the question of manual training seems to grow, and the greater the diversity the greater the probability that manual training as an element of common school education, especially in rural schools, will never be established except in its most primitive form.

Manual training as a means of mental or moral culture and manual training as a means of physical culture or as a means of becoming expert in the use of tools are by no means the same. But we find our New York contemporary, a strong advocate of manual training as a means of mental culture, drawing the line at sewing and cooking. It holds that sewing gives little mental culture and cooking less yet. Now, if there is one thing on which the progressives of this city pride themselves it is the introduction of cooking into their Girls' Normal School and the introduction of sewing into all grades of the girl's schools. To deny that cooking and sewing are not educational in their aims except in a utilitarian sense is to shatter the idols rudely. It leaves our city no place to stand. But, after all, here lies the difficulty. Nobody doubts the utility of manual training, but shall its aim be mental and moral culture or shall it look to an improvement in hand-work for itself alone? When this question is settled we shall all be able to discuss the question more intelligently and to some purpose.—*Educational News*.

## A CIRCULAR TO TEACHERS.

The attention of teachers on the Pacific Coast is earnestly invited to the following circular, which we publish by the request of the Secretary, Miss Lillie J. Martin, of San Francisco :

At the San Francisco meeting of the National Educational Association, held in July, 1888, the following resolution was introduced in the Secondary Department and unanimously adopted :

*Resolved*, That any and all persons engaged in the work of Secondary Education be publicly invited to prepare a paper on some important subject connected with High School Instruction, for this section, at the next session of the Association ; that these papers be examined by the Executive Committee of this Department, *and that one or more of them be placed upon the programme*, if found to be of sufficient merit. Such papers are to be sent to the President of the Secondary Department on or before March 1, 1889.

Consonant with the foregoing resolution we earnestly invite all those interested in the most advanced methods of instruction in our High Schools to consider this proposition and to participate in the profit to be gained from such efforts. The purpose is to secure the best papers on the most vital subjects. While no theme is dictated, we suggest, "Methods of study in English," and "Methods of Work in Science," as two of the subjects which are now attracting universal attention. The papers should not exceed three thousand words. They should be written on one side, either with type-writer, or in a plain, legible hand. All the papers cannot be selected, but the reflex influence of writing upon a subject after due investigation and thought will be of value to the author, and constitute an excellent preparation for the enjoyment and discussion of whatever paper is accepted and placed on the programme. Each writer will sign a fictitious name to the manuscripts sent, and will place in sealed envelope, to be sent at the same time, the correct name and address with the fictitious name. This will avoid all favoritism and the paper chosen will be chosen wholly on its merits.

Do not forget that the time for sending the paper is March 1st ; that the length is to be not more than three thousand words, and the occasion of reading, the next meeting of the National Educational Association. Correspondence is earnestly solicited. Please to address,

Yours fraternally,

A. F. NITGHINGALE, President,

1734 Diversey Ave., Lake View, Chicago, Ill..

## ITEM FROM A GEOGRAPHY PUBLISHED IN LONDON.

"The Government of the United States consists of a President, elected every four years by the *House of Representatives*, consisting of 369 members, elected by the 35 States of the Union." &c., &c.

"It Boston is the birthplace of Dr. Benjamin Franklin; and here the *insurrection broke out*, 1775."

"The physical aspect of California is determined by *two mountains*,—the Sierra Nevada and the Coast Range—which, with the proximity to the Pacific, give peculiar features to the climate, being temperate near the coast, hot and dry *east of the Sierra*, and cold on the summits."

"Wheat, barley, hops, hemp and flax are produced in abundance, particularly around *San Francisco Bay*. The wet season is not intense in November, and the country suffers from occasional droughts and freshets, which injure the crops."

"Grapes, from which delicious wines are made, are cultivated in the warm valleys, and the *silk crop* is increasing; but the most important productions are wheat and gold, of which there seems to be an inexhaustive supply."

"Sacramento is a modern place—the miners' depot for an extensive district."

"San Francisco, 120 miles from Sacramento, is a flourishing, *fortified port on a bar of sand* on the bay of the same name, with fast increasing commercial intercourse. The enterprising spirit of its inhabitants is practically confirmed by the piercing of the Sierra Nevada in order to bring water for the city, from *Lake Tahoe, 100 miles distant*."

"Utah has been the seat of the Mormons since 1847. The Mormons are a peaceful, industrious people, *whose tenets (particularly that of the practice of polygamy) are repugnant to most of the rest of mankind*."

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A NEW DEPARTURE has been made at the Johns Hopkins University in requiring examinations in physical exercise of the under-graduate students. An instructor has been busy for several months giving lessons, and the examinations will be held in February on the parallel and horizontal bars and leaping. The grading will be based on the improvement made and not on strength and skill. A mark of twenty will be required out of a possible thirty-six for a pass.

## State Official Department.

FEBRUARY, 1889.

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IRA G. HOITT, State Superintendent Public Instruction, : : : EDITOR.

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## RECENT DECISIONS.

*Q.*—The Trustees granted two holidays to their school. The Deputy Superintendent refuses to draw a requisition in full for the last month's work on these grounds. Have not Trustees a right to declare a holiday and allow the teacher pay for the same?

*A.*—Trustees have a right to declare holidays, when they think best, and teachers should not be deprived of their pay for such days. It is not the teacher's fault that school is dismissed. See former decisions in JOURNAL, August and November, 1887, and October, 1888.

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*Q.*—Does the law state that teachers' warrants must be signed by two members of the Board of Trustees? When one Trustee is elected Clerk, is not that a sufficient guarantee that he is authorized to make out and sign warrants?

*A.*—All teachers' orders should be signed by at least two Trustees.

The fact that one is elected Clerk, does not authorize him to draw orders without further action of the Board?

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*Q.*—Can I, being the holder of an expired certificate, substitute for a short time, with the consent of the Trustees?

*A.*—No person who is not the holder of a legal certificate in full force and effect, has a right to teach in the public schools.

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*Q.*—How many days are to be counted in each of the following months, school having been dismissed for the reasons given below: First month.—One day on account of circus. Second month.—Teachers' Institute, (five days). Fourth month.—Election (one day). Fifth month.—Leak in roof (one day)?

*A.*—The teacher is entitled to pay on all days mentioned above. The number of days in the month in which school is actually in session should be counted in making up the average attendance.

*Q.*—Has a teacher the right to omit either of the branches in the course of study as prescribed by the County Board of Education?

*A.*—It is the duty of the County Boards of Education to prescribe the course of study for each grade (Sec. 1663). It is the duty of the teacher and Trustees to enforce this course, (Sec. 1617, Sub. 10, and Sec. 1699, Sub. 3). It is the duty of pupils to follow this course of study, (Sec. 1684).

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*Q.*—Who has the power to accept the resignation of a School Trustee?

*A.*—It should be tendered to and accepted by the County Superintendent.

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*Q.*—Is it necessary for a Board of School Trustees to advertise for plans and specifications?

*A.*—It is the legal course to follow.

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*Q.*—Will the elementary grammar, the physiology or the geographies of the State Series be ready for use at the opening of the next school year?

*A.*—We *hope* to have the elementary grammar and the physiology ready at that time. Neither of the geographies will be ready then.

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### IMPORTANT TO TEACHERS.

The Convention of County Superintendents added a subdivision Fifth to Section 1858 of the Political Code, at the recent meeting in Sacramento, in their recommendations to the Legislature. It is designed to provide for the prompt payment of teachers' salaries, and save them the necessity of discounting their salary warrants. State Superintendent Hoitt will urge its passage and thinks it will be adopted. It was also unanimously adopted by the State Teachers' Association:

"Fifth—Whenever in any school year, prior to the receipt by the counties, cities, or cities and counties of this State of their State, county, or city school fund, the school district or cities shall not have sufficient money to their credit to pay the properly audited warrants against them, the county, city, or city and county Superintendent shall give the Treasurer of said county, city, or city and county an estimate of the amount of school money that will next be paid into the county, city, or city and county treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the Treasurer of said county, city, or city and county to transfer from any fund, not needed to pay claims against it, to the proper

school fund, an amount not to exceed ninety per cent. of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent of the amount so transferred. The funds so transferred to the school fund shall be re-transferred by the Treasurer to the fund from which they were taken, from the first money paid into the school fund after the transfer.

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NASHVILLE, TENN., Dec. 30, 1888.

HON. IRA G. HOITT, *State Supt. Public Ins.*

Sacramento, Cal.

*Dear Sir:*—I have just returned from Jackson, Miss., where I have been attending a meeting of the Miss. State Teachers' Association. Your telegram, which arrived during my absence, has just been handed me. It was sent to my residence, and laid aside for my return. I regret that my son did not think to carry it to our Secy., Prof. Goodman; so that a prompt reply could have been sent during the session of your Association. We appreciate the cordial expressions of your Association. Such co-operation sets us to work with renewed energy, and encourages us to feel that we have friends in the west. Not having the address of Pres. Albert S. Cook, I write to you, with the request to communicate to him, and as far as possible, to your Association, our thanks for your kind expressions, and our renewed invitation to Nashville, and our assurances of a hearty welcome. I hope to have the pleasure of meeting you in Washington in March, and shall always be glad to hear from you. In most of our arrangements, we are using the plans of your committee as a guide. Very truly yours,

W. R. GARRETT.

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## Editorial Department.

We have been requested to designate some books which would be helpful to the teacher. We gladly do this, because, if there any who wish to improve themselves professionally, no pains should be spared to give them the assistance they desire. This is emphatically an age of books. They are written on every conceivable subject, and education, both as a science and an art, has its full share of attention. There never was a time when the general trend of public thought was directed so much toward supplying the needs of young people as at

present. Hardly a week passes but some new device for either the amusement or instruction of children is brought to our attention. It would seem that many of the brightest minds in the country are constantly devising ways and means for supplying wants, real or fancied, whether material, intellectual or spiritual. Of all the lines of thought and labor none are more prolific than those devoted to the educational problem. There are schemes and methods and theories, good, bad and indifferent, without number. All this is promising, because from the whole mass the bad will be eliminated in time, and the really valuable remain. We shall be compelled to endure the crude and vicious in the meantime, but that this experimental period may be as brief as possible, it is necessary that every true teacher should spare no pains to get at the truth. The possession of a County Certificate, or even a Life Diploma, gives but little evidence that even a few of the fundamental principles of mind-culture have been made a basis for class-room work, or has been even discerned. The public has no use for the physician or the lawyer who ceases professional reading upon securing a diploma, and it should not have for the teacher. We hope the day is not far distant when provisions shall be made whereby properly certificated teachers will be required to pursue a specified course of professional reading as a condition for continued validity of the certificate. It may be an ungracious remark to make and it may possibly be false, still we are compelled to say that teachers as a class, are not given to reading those books which are intended to make them better prepared to perform their duties. Our present methods of certifying that A., B. and C. are qualified to teach seem to be taken as an implication that the qualification is complete and that nothing farther needs to be done. It is a gratifying indication, therefore, when an inquiry is made concerning books which will give a broader view of the educational field. We give herewith a few titles which we know to be good. D. Appleton & Co., New York, publish the International Series, which comprises a list of books especially prepared for a professional library for teachers. All are edited by Dr. Wm. T. Harris. Vol. I. Rosenkranz's "Philosophy of Education;" Vol. II. Painter's "History of Education;" Vol. III. Laurie's "Rise of Universities;" Vol. IV. Morrison's "Ventilation and Warming of School Buildings;" Vol. V. Froebel's "Education;" Vol. VI. Baldwin's "Elementary Psychology;" Vol. VII. "Mind of the Child;" Part I. "The Senses and the Will;" Part II. "Memory;" Vol. IX. Preyer's "Development of the Child;" also by the same publishers, Bain's "Education as a Science;" Baldwin's "Art of School Management;" Greenwood's

"Principles of Education Practically Applied;" Johonnot's "Principles and Practice of Teaching;" MacArthur's "Education in its Relation to Manual Industry;" Spencer's "Education;" Sully's "Teacher's Hand-Book of Psychology;" and Sully's "Outlines of Psychology."

D. C. Heath & Co. of Boston, publish Payne's "Compayre's History of Pedagogy" and Payne's "Compayre's "Lectures on Pedagogy."

"The Science of Education," by Francis B. Palmer. Principal of the N. Y. State Normal School at Fredonia, is published by Van Antwerp, Bragg & Co. of Cincinnati, O.; the "Phillips' Exeter Lectures" by Houghton, Mifflin & Co. of Boston; Brooks' "Normal Methods of Teaching," by the Normal Publishing Company, and Payne's "Contributions to the Science of Education," by Harper Brothers of New York. E. L. Kellogg & Co. of New York publish the following: Love's "Industrial Education;" Currie's "Early Education;" The Reading Circle Library; No. 1. Allen's "Mind Studies for Teachers;" No. 2. Froebel's "Autobiography;" No. 3. Hughes' "Mistakes in Teaching;" No. 4. Wilhelm's "Student's Calendar;" No. 5. Hughes' "Securing attention;" Seeley's "Grube's Method of Teaching Arithmetic;" Patridge's "Quincy Methods;" Parker's "Talks on Teaching;" "The Practical Teacher;" Tate's "Philosophy of Teaching;" Payne's "Lectures on the Science and Art of Education;" Fitch's "Lectures on Teaching;" Shaw and Donnell's "School Devices;" "Teachers' Manual Series;" Kellogg's "School Management;" Johnson's "Education by Doing;" Welch's "Talks on Psychology."

WE HAVE RECEIVED from State Superintendent Hoitt the Thirteenth Biennial Report of the Superintendent of Public Instruction, and we have perused it with much interest. A general view of the growth and condition of the public school department is given, together with several recommendations for the consideration of the Legislature now in session. Taken as a whole, the report may be considered as favorable both as to what has already been accomplished in our educational work, and as to promise for the future.

Among the recommendations there are several which are so manifestly in the interest of our schools that we hope our legislators will see that they are incorporated into the general school law.

In our way of thinking, that which relates to counties or cities furnishing free text-books is a move in the right direction. This course has been pursued in several localities, and can be considered no longer as an experiment. We know of no case in which there has been a

return to the old plan after the free text book method has once been adopted; in fact, the longer it is in operation the better it is liked. Experience favors the change, and we trust the recommendation of Supt. Hoitt will be enacted in the form of a law.

As we view the entire subject of prisons and criminals, we are unable to understand how it is that so many legislatures fail to see the supreme importance of properly classifying criminals in our prisons, and of establishing an institution where juvenile offenders can be reformed. If the organization and successful management of a Reform School was one of those chimerical schemes which only existed in the fertile brain of an enthusiast there might be reason in delay, but when we have so much evidence, not only of its practicability, but of its decided success in saving boys from lives of crime, there surely should be no hesitation in establishing a Reform School in California.

We are also pleased with Superintendent Hoitt's plan for County High Schools. We can see no objection to authorizing the citizens of a county to make provision for the establishment and maintenance of a school which shall bridge over the interval which now separates the common school from the University. It would seem that simple justice demanded that the state system of schools be so arranged that a close connection would be made between each grade and the one next above it. At present the students of several counties are virtually deprived of the advantages afforded by the State University, as far as the existing school law is concerned, simply because it is placed beyond their reach. This ought not to be, and if the legislature will do its part, we are sure the cause of education in California will receive an impetus in the right direction.

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MANY OF OUR READERS who attended the National Educational Association will doubtless remember a paper read by Miss Lillie J. Martin and the high encomiums it received. We are pleased to state that Miss Martin has joined the ranks of California teachers, having been elected to a position in the Girls' High School of San Francisco. We congratulate the city and the school that they have gained so valuable a teacher. The following is what the *Indianapolis Journal* says about her: "Miss L. J. Martin, who has just been called to the high position of vice-principal and master of science in the girls' High-school of San Francisco, is a graduate of Vassar College. She has taught the entire range of science in the Indianapolis High-school, but her great-

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est work has been as teacher of inorganic chemistry ; the laboratory was built after her plans, and the work in general and analytical chemistry has attracted the attention of teachers throughout the State. Miss Martin has been a contributor to various scientific and educational journals, and has read numerous papers before educational conventions. Her summers have been spent in the laboratories of Harvard, Ann Arbor and Cornell, with eminent science teachers in chemistry and botany. Her departure is regretted by a large circle of pupils, teachers and friends in this city, who have been attracted no less by her genial and womanly nature, than by her success as a teacher of youth."

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MRS. MARY A. KINCAID, principal of the Normal Department of the Girls' High School, well known to be interested in every thing pertaining to the welfare of the schools of San Francisco, invited the teachers of the High School and a few school officers to meet Miss Martin at an afternoon reception, Saturday, the 9th of January.

Gentlemen and ladies in chatty groups filled both spacious parlors, now surrounding the slight figure of the new-comer, whose broad brow, thoughtful and calm, seemed to contain a world of strength ; and then drifting away to congratulate each other on an acquisition to their number.

A "symposium" of wit and mirth, and the cheer of choice refreshments were offered by the hostess and her sisters, and the many guests heartily enjoyed it, as well as the opportunity so gracefully given, for them to express to Miss Martin their pleasure at her coming.

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#### FIVE DOLLARS,

The Publishers of the *Journal* offer a prize of Five Dollars for the best oral exercise presenting the subject of "The Earth in Space," including shape, motions, continental forms, and mountain ranges constituting the primary axes of the continents. What is wanted is an exercise, not the description of an exercise.

The Publishers offer also, a prize of Five Dollars for the best description, by any pupil under eleven years of age, certified by the teacher to be wholly the work of the pupil, of the school house and grounds, embracing, with anything else of interest, the following points :

1. Kind of ground the house stands on—hill, slope, direction of slope, plain, valley.
2. Faces how.
3. Size, number of rooms, closets, etc.
4. Materials of which made—brick, stone, wood, different kinds of wood, material found where, prepared where.
5. Materials of teacher's desk, pupils' desks, kind of wood, where obtained.
6. Walls—white, tinted, papered, colored, clean, soiled, etc.
7. Surroundings—pleasant or otherwise? why?

Pupils may be assisted in getting all information necessary to enable them to write the description. Name and age of each pupil must be on the paper.

The first prize will be sent to the teacher sending the best exercise, and the second prize to the pupil writing the best description.

The competing exercises must be sent to the publishers by the City or County Superintendent only, and only one exercise can be received from any one City or County. City and County Boards and Superintendents may adopt any method of selecting the one which seems best.

All competing exercises must be in by March 15th.

Should the interest taken in these exercises warrant it, propositions for others will be made in the April number.

Send competing papers to

J. B. McCHESNEY.

Oakland, California.

A prize of fifty dollars is offered by *The Academy* for the best essay on "English in Secondary Schools." The increased prominence of English in School programmes, and the lack of any generally-accepted plan or system of work, have prompted the editor of *The Academy* to offer a special inducement to those who have devoted thought to the teaching of English, and who have definite ideas of the method of such teaching. These essays may be upon the teaching of English literature, methods of grammatical study, composition work of rhetoric, etc., but no weight will be attached to arguments in favor of teaching English. Contestants must confine themselves simply to practical exposition of results sought and of the means of attaining these results in the school-room. While literary merit will not be disregarded, the decision of the judges will rest mainly on the practical help afforded to teachers by the article. The competition is open to all persons, without regard to age, sex, color, or previous condition of servitude.

The following are the conditions:

No paper is to exceed in length 5,000 words.

The paper awarded first prize by the committee shall become the property of *The Academy*.

Any papers of special merit, which may receive honorable mention, shall also become the property of *The Academy*.

Papers must be legibly written so as to be published without copying, must be signed with a fictitious name (the real one being enclosed in a sealed envelope), and must be received at the office of *The Academy* on or before April 15, 1889.

Manuscripts not receiving prize or honorable mention, will be returned if stamps are enclosed. If further information is desired, address

THE ACADEMY, Syracuse, N. Y.

## County News Department.

### ALAMEDA COUNTY.

At a meeting of the Alameda County Board of Education held January 19, Maggie A. Gill of San Leandro was recommended to the State Board for an Educational Diploma, and James Mallock of Oakland for a Life Diploma. The following were granted Grammar Grade certificates: Dollie E. Rockefeller, Annie E. Griffin, Anthony Rose, Annie L. Fewmel and Ellen McFarland.

There have been a number of changes among the teachers of the county schools during the past few weeks. Anthony Rose has been elected principal of the Newark school, and Miss Estelle Ingraham assistant. The former graduated from the school some time since, and subsequently graduated from the Normal school. C. E. Arnold has been elected principal of the Dublin school, vice W. G. McKean, resigned. Miss Fannie Griffin has been elected to a position in the Castro valley school. Miss Annie Lyon has been elected principal of the primary department of the Irvington school. Frank Dunn, Miss M. I. Brown and Miss May Hilton have been elected to positions in the Centerville school. Mr. Burnette has accepted a position in the Warm Springs school. Elmer Brownell and Lima Carter have been elected to positions in the Decoto school.

For some time past the trustees of the Livermore school have been much troubled in securing a principal who would give satisfaction. A few days ago C. H. Clement of Stockton was elected to the position. He was formerly principal of the Tompkins school of this city. Subsequently he removed to Stockton, where he was elected Police Judge. Recently he has been practicing law in that city.

### SAN LUIS OBISPO COUNTY.

The County Board of Education met at the Court House Monday morning, Jan. 7, at 10 o'clock, present, full board. After reading the minutes and other routine business, the following proceedings were had: Upon Normal diplomas and satisfactory evidence of successful experience in teaching, the following were granted Grammar Grade certificates: Ella F. Murphy, Madge Claves, Henry C. Welch, Mrs. Annie B. Moore, Abbie F. Phillips, Cornettie M. Fitzwater, Louise G. Roney, Laura L. Lilley. Primary certificates were granted upon Normal diplomas to Emma M. Stephens, Hilda Soderstrom, and Annie J. Hall. Mrs. Kittie H. Angelo was granted a Grammar Grade certificate on a State Educational diploma. The following Grammar Grades were issued upon Life diplomas: F. E. Darke, E. N. Warren, and Mrs. Jennie L. Thorpe. G. W. Davis and Miss Mary Hays were granted Grammar Course certificates, the former upon Normal diploma and the latter upon a Life diploma, satisfactory proofs of standing in examination in all the branches included, being given. Miss Ella F. Bailey was granted a Grammar Grade upon a diploma of the University of California and evidence of successful experience in teaching. Resolutions were passed recommending Miss Annie L. Hornsby and J. D. Beggs to the State Board for Educational diplomas.

Adjourned.

### BUTTE COUNTY.

Senator Jones has introduced a bill in the Senate appropriating \$50,000 to complete and furnish the Northern Branch Normal School at Chico.

## SONOMA COUNTY.

The result of the last examination of teachers for certificates, held in Santa Rosa is announced as follows: Grammar Grade; Mary L. Burke, Mrs. S. E. Slusser, Lillian B. Hotaling, Minnie O. Colby, Sadie E. Wise, Julia L. McCarthy, Lizzie Penny-packer, C. H. Neilson, Bertha Neyce, Nellie F. Emery.

Primary Grade with privilege of Grammar Grade after one year's experience—Frances L. O'Meara, Henry Forsyth, Emma Kellogg.

Primary Grade—Martha Breeding, Het-tie Hoyt, Annie E. Palmer, Annie Gray, Annie M. Lane, Winifred Smith, Sadie Cheney, Lillian Downs, Clara A. Pettingill, Minnie Standley, Ella Cavanagh, Bertha Washburn, Florence Colby, Eva G. Kennedy, Katie Loretta Grace, Carrie Hall, Mina C. Emery, Crittie A. Young, Lou O. Berryman, Flora Young.

Grammar Grade certificates after one year of successful experience—Haddie C. Clark, Maimie Hicks, Lydia Atterbury, Jessie R. Smith, Charlotte S. Smythe, May F. Bice, Mary F. Leddy, Katie Geohegen.

Grammar Grade certificates on Normal and Life diplomas—Mandilla Gingery;

Grammar Course—J. E. Metzger, Mrs. J. E. Metzger, E. K. Hill.

I. S. Crawford and H. H. Jordan were recommended to the State Board of Education for Life diplomas, and Laura Donovan, H. C. Petray, and Lizzie Edwards for Educational diplomas.

The following teachers' certificates were renewed:—George Anderson, Emily C. Kurtz, Alice M. Young, Emma F. Adams, Theodore H. T. Baylis, Cassie McGlynn, Lillian M. Claypool, Mary F. Claypool, Tillie E. Helman, Louise Weaver, Minnie A. Blake, Georgiana Reynolds, Georgie Allen, Augusta Pierce, Annie E. Dows, Carrie F. Brown, Annie E. Casey, Florence Mauzy, Mary E. Connolly, Alice Munday, Eddee Holton Nelson, Mrs. H. V. W. Nutter.

## HUMBOLDT COUNTY.

The following questions were used at the last examination for teachers in Humboldt county. Much dissatisfaction was expressed on account of their severity.

1. How many tonneau of water fell on a piece of land 87.2 meters long, and 55.8 meters wide, if a rain gauge measured 32 centimeters?

2. A pile of 4 ft. wood is 117 ft. long on the ground, 75 ft. on the upper surface, and 10 ft. high. What is the value at \$5 per cord?

3. Sold wheat at  $2\frac{1}{2}$  per cent commission; invested  $\frac{2}{3}$  of its value in coffee at  $1\frac{1}{2}$  per cent commission; remitted the balance, \$623. What was the value of the wheat, the coffee, and my separate commissions?

4. A and B travel: B is 5 miles ahead of A and A travels  $1\frac{1}{4}$  times as fast as B: how far will A travel before he is  $\frac{1}{2}$  mile ahead of B?

5. (a) Sold 100 T. of iron at 5 cts. per pound, and lost 20 per cent; how much should I have sold it per pound to gain 20 per cent?

(b) Find the cost of plastering a room 29 ft. long, 16 ft. wide, and 9 ft. high, at 36 cts. a sq. yd. Deduct 15 sq. yds. for doors and windows.

6. On July 1, 1885, A sold B a piece of land for \$800. B paid \$200 cash, and gave A three notes for \$200 each, payable in 1 yr., 2 yrs. and 3 yrs. respectively, with interest at 8 per cent payable annually. A payment of \$50 was made Aug. 15, 1886. On Nov. 18, 1886, A sold the notes to C who agreed to pay such a sum as would bring him, C, ten per cent interest payable annually on his investment. How much must C pay A for the notes? Only one payment was made.

7. Silver coins are allowed with one-tenth of some other metal. If 2 half dollars weigh 385.8 gr., how many half dollars can be made from a bar of silver weighing 9 lb. 2 oz. 8 pwt., that is, .975 pure?

8. Find the weight supported by each of two men, A and B, who carry a hundred weight suspended on a pole 6 ft. long, at point 2 ft. 3 in. from B's end, of the pole weighs 16 lb.

9. Two men travel till they meet; one finds his watch 1 hr 10 minutes fast, and the other finds his 2 hr 6 min. slow: how far and in what direction did each travel?

10. (a) How many hectares in a section of land?

## Our Book Table.

**ELEMENTS OF PLANE ANALYTICAL GEOMETRY.** By John D. Runkle Walker, Professor of Mathematics in Massachusetts Institute of Technology, Boston. Published by Ginn & Co., Boston.

This work is designed for students who wish to become somewhat familiar with the more intricate problems in Analytical Geometry and still need training in the fundamental principles. It has been prepared with great care, and presents the subject in all its latest phases. Numerical illustrations are freely used wherever it was thought desirable by the author.

**A COMPLETE GRADED COURSE IN ENGLISH GRAMMAR AND COMPOSITION.** By Benj. J. Conklin, Principal of Grammar School No. 3, Brooklyn, New York.

This book is designed to be a practical working model for both teacher and pupil, and to cover all that is required on the subject of grammar and composition in the ordinary grammar school.

**SYSTEMS OF EDUCATION.** A History and Criticism of the Principles, Methods, Organization and Moral Discipline Advocated by Eminent Educationists. By John Gill, Professor of Education, Normal College, Cheltenham, England. Published by D. C. Heath & Co., Boston.

We have here in brief outline the lives and educational labors of Roger Ascham, Comenius, John Milton, John Locke, Vicenotinus, Knox, Edgeworths, Pestalozzi, Oberlin, Wilderspin, and several others. The book is valuable historically, rather than as giving a discussion of fundamental principles.

**PISTA: A Book for Boys,** by Paolo Mantegazza. Translated from the Italian of the tenth edition by the Italian class in Bangor, Maine, under the supervision of Luigi Ventura. Published by D. C. Heath & Co., Boston.

If any of our readers wish to make a present to a boy friend of a book, we recommend this. It is so different from the ordi-

nary American book of its class that we know it will be appreciated. It is healthful, interesting and entertaining.

### THE MAGAZINES.

There is a very attractive timeliness in several of the articles in the February Atlantic. "The New Talking-Machines" is the subject of a clean-cut, practical article on the subject of the phonograph, by Philip G. Hubert, Jr. Sarah Orne Jewett writes in her fascinating way of "A Winter Courtship." Charles Worcester Clarke thoughtfully discusses "The Spirit of American Politics as shown in the Late Elections." Harry Perry Robinson writes a strange story called "The Gift of Fernseed," detailing some remarkable adventures among the Indians. A feature of this number is the admirable Address to the Assembly on the Opening of the New Players' Club in New York, by T. W. Parsons. In sharp contrast with this witty and cheerful poem, Henry C. Lea writes on "Brinanda de Bardaxi," describing one of the fiendish tortures of the Inquisition. Agnes Repplier contributes "A Plea for Humor." Harriet Waters Preston, in an article entitled, "Under Which King?" paints in glowing colors certain passages in the life of Cicero, and Samuel H. Scudder finds a congenial subject in "Butterflies in Disguise." Wendell P. Stafford's "Eurylochus Transformed" is a striking poem on the fate of all of Circe's victims. The serials are Arthur Sherburne Hardy's successful novel "Passe Rose," and "The Tragic Muse," Henry James' new story of English life.

Houghton, Mifflin & Co., Publishers, Boston.

**OUR LITTLE ONES AND THE NURSERY** for January is a delightful number, and will be hailed with delight by all who are so fortunate as to read its delightful stories and enjoy its admirable pictures.

Published by the Russell Publishing Co., 36 Bloomfield St., Boston. Price \$1.50 per year.

**THE WIDE AWAKE** for January is an exceedingly attractive number. We do not

see what more could be desired in a periodical for children, whether it be in the line of engravings or reading matter. The boy or girl who is so fortunate as to possess a copy will find in it a delightful combination of the amusing and instructive.

THE POPULAR SCIENCE MONTHLY for February is of particular interest to teachers. Among the articles are one by Prof. James Johonnot entitled, "The Story of a School," in which he describes a normal school conducted on scientific principles. Another "Comments on 'The Sacrifice of Education,'" from Max Muller, A. Freeman, and F. Harrison, and a third on "Physical Training of Young Children," by M. F. Lagrange. In addition to the above are several valuable papers covering a wide range of topics.

THE MAGAZINE OF AMERICAN HISTORY for January is the first number of volume twenty-one, and is fully equal to any of its predecessors. We desire to particularly commend this periodical because it labors in a field distinct and valuable, since it places on record many facts of interest in our early history, which otherwise soon would be lost. Its articles are always timely, well written, and of particular interest to the historical student. Address "The Magazine of American History," 743 Broadway, New York.

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THE ENGLISH ILLUSTRATED MAGAZINE which collects mostly from foreign artists and authors, contains a wealth of all that delights the student and art critic. The reading matter is of vast variety and from the best writers. Essayists, as Newton, Tristram, Archer, Grant Allen and Rhodes—Story writers as Henry James, F. Marion Crawford and Agnes Maitland—Travels from the pen of Allsop, Sterry, Jefferies, Laurence Oliphant and Moenoyd—one cannot go on with the long list of poets, dramatists' art critics and naturalists who contribute. The great number of illustrations are of the best quality of engraving. There are also some chalk studies from celebrated artists' works and copies of famous modern paintings. The low price of this monthly, \$1.75, brings it within the reach of all lovers of choice reading and good pictures.

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est philosophy of vocal culture. The manuscript has been read by the author in connection with the National Normal Music School, to several of the most eminent school music men in the country, and has their cordial endorsement.

**THE EARLY TRAINING OF CHILDREN.** By Mrs. Frank Malleson. Published by D. C. Heath & Co., Boston.

This book will be read with interest by all who are concerned in the training of children, whether parents or teachers. The topics presented are treated with a profound feeling of the grave importance of the task she has undertaken. No teacher can read the book and not be the better for so doing.

**FOOT-PRINTS OF TRAVEL: or Journeyings in Many Lands.** By Maturin M. Ballou. Published by Ginn & Co., Boston.

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## *THE RELATION OF THE UNIVERSITY TO THE PUBLIC SCHOOLS.*

[By Horace Davis, President of the University of California.]

My theme to-day is the relation of the University of California to the public schools of the State. I do not say their mutual connection, because they have no such connection. The educational institutions of the State do not form an organic whole; each part has grown into existence by itself and for that reason there is little or no connection between them.

The common schools, the Normal School, the High School, and the University—each has been shaped almost as a separate entity with little or no reference to its neighbor. They have never been co-ordinated so as to form one organic whole.

This condition of things is not exceptional—other communities are in the same confusion; indeed this disjointed state of affairs is the rule and not the exception, and prevails throughout most of the United States. The cause of it is that these various institutions originated at different times and were brought into being from wholly different motives; hence they have developed each in its own direction, and until recently, but little effort has been made to bring them into line with one another.

The prevailing belief is that the University has grown out of the common schools, and is a legitimate fruitage of our system of public education; this is entirely a mistake as is easily seen by any reference to

history. The University existed long before the common school and was a venerable institution with the ripeness of centuries upon its head ages before public common schools were thought of.

The University of Bologna celebrated its 800th birthday last June.

The University of Paris took its origin in the time of the crusades. The Universities of Oxford and Cambridge in England were powerful organizations as early as the thirteenth century, and in our own country Harvard College was founded in 1636; on the first settlement of the Puritans, for the maintenance of sound learning among the ministers of the churches.

Indeed, until quite recently all the Universities were of religious parentage; the oldest being of monastic origin, while many of the later ones had their beginnings as theological schools; and even to-day the very large majority of colleges in the United States are denominational in character and are under the control of some religious sect.

Thus you see the Universities have an independent footing of their own, quite distinct from the general system of education, and nearly all of them were organized as bulwarks of some special religious opinion or order, and with a distinct religious end in view.

On the other hand the State University, purely secular in character, and devoted solely to the dissemination of knowledge without sectarian bias, is comparatively a new idea. Even in Harvard College the religious element entered into its government till very recently, fifteen of its Board of Overseers being of necessity ministers of the gospel until the Legislature in 1851 removed this restriction.

I ought, however, to add that the older colleges are steadily progressing toward a broader basis, not perhaps purely secular, but more liberal in its tone of thought and treatment of education.

The *public schools* of the United States, on the contrary, are of secular origin and have their root in legislation. Their aim is to make good citizens regardless of sect, and they are organized and conducted with a view solely to that end. There was naturally no connection between them and the older Universities, because they originated in different strata of feeling and looked toward very different ends.

The tone of the older Universities even in America, with their Academic seclusion, their semi-monastic habits, is quite different from the atmosphere of the public schools; and there is a perceptible difference of spirit between them and the State Universities which are of purely secular origin.

Still the movement for the establishment of common schools came largely from University men, who, rejoicing in the satisfaction of their

own acquirements, would gladly share their learning with the people. So far then from the college being evolved out of the public schools, rather the reverse is true; the impulse that created the schools had its root in the University.

But in their beginning the system of schools did not reach up to its elder sister. In the days of my childhood when the boy had learned all he could get from the town schools he must go to some neighboring Academy. These private institutions bridged the gap between the school and the college.

There was no inconsistency in this state of things where the colleges were private and denominational and the schools were public and secular. The lack of connection and system was inherent in the nature of things; it might be regretted, but there was no fault to find with the founders of either school or college, and the gap was bridged in various ways. As I have already said, the academies served the purpose; and some of them were specially devoted to that use. Thus Phillips Exeter Academy and the Adams Quincy School arranged their curricula with special reference to the entrance requirements of Harvard College.

In other cases, especially in the new States, the colleges themselves maintained preparatory departments leading up from the public schools to their own academic courses. But at last the high schools began to appear—the only legitimate solution of the deficiency. First, I think, in and around Boston, and spreading themselves in every direction; but even now in the newer States high schools are maintained only in the large cities, and the University often stands above and separated from the schools without legitimate feeders.

California, I am sorry to say, is among the most backward in the matter of high schools. Much allowance might be made in the past for her condition as a new community, where everything was raw and crude, and men trying to reap the harvest of the present rather than provide for the welfare of the future; but the cause of high schools was set back fully ten years by the barbarous provision inserted in the Constitution of 1879, forbidding the expenditure of the State school fund for the support of schools above the grammar grade. This remarkable provision has been more disastrous to the cause of good education in California than anything ever done in the State.

And the inconsistency of it, too! The State makes a noble provision for collegiate education and then knocks out the ladder to reach it by. While the University was struggling to raise its standard to the level of first-class Eastern Colleges, the high schools were rejected from the State system of public instruction and thrown on the mercy of the local

Boards of Education with local ideas of economy. It was inevitable that the schools should suffer by the change. It worked *most* disastrously on the interior parts of the State, and on people of small means. The rich could give their children training in *private* schools, but the poor were deprived of a chance for higher education. Public spirit in the cities compelled the maintenance of High Schools, but the country was cut off from the University, and the attendance at Berkeley fell off from 332, in 1879, the year the Constitution was framed, to 215 four years later, although the State had of course increased in wealth and population during the interim. At the same time and from the same cause, two-thirds of the attendance at Berkeley was from San Francisco and Alameda counties. I am very glad to say the attendance has increased steadily the last five years, till now it numbers over 350, and the proportion from the country is steadily increasing.

But even 350 is far short of what our numbers ought to be, considering the population of the Pacific Coast, and remembering our isolated position as the only first class University west of St. Louis. I feel that even now we ought to number a thousand students, and I believe that if the rest of the State offered as close connection with the University as the district around the Bay of San Francisco, we should even now approach that number.

While our short-sighted statesmen were cutting asunder the school system and letting the fragments drift apart to the detriment of both sections, the wise men of the East, in the older States, were devising plans to bind together their school systems, each in a harmonious whole, stretching in steady progression from the Primary School to the University.

The University of Michigan tried to accomplish this result by offering those schools which came up to her requirements, the privilege of sending their graduates to the University on their diplomas without examination; of this system I shall speak presently.

In New York and Minnesota special boards were created by legislation, whose object was to encourage the formation of such High Schools as should make close connection between the Common Schools and Colleges; and special funds were placed at the disposal of these Boards for the support of such schools. I take pleasure in recounting this legislation in contrast with the narrow, short-sighted policy of the State of California.

Thus the University of California, after a successful career of ten years, found itself in 1879 suspended in mid air, having no connection *with the greater part of the schools which should have been its feeders.*

The young men and women from the interior of the State who should have striven for its honors could find no means of reaching its doors, and they naturally fell into the local and denominational colleges.

The only resource left to the University was the Michigan system of accrediting schools; that is to hold out to any advanced school the price of admission to the University on diploma instead of examination; or to put it more correctly, the school will be examined instead of the individual, and if it comes up to our requirements, its graduates will be exempt from entrance examination.

The experiment has worked admirably, and six High Schools have passed the test, but only six out of—I do not know how many—anywhere from twenty to fifty, according to your estimate of what a High School is; and we feel that if we are denied *legal* connection with the public school we have now a *moral* connection and a leverage upon them which will eventually bring them all into line.

The only six communities in the State which have sufficient ambition to maintain a full High School course to-day, are San Francisco, Oakland, Sacramento, Stockton, Alameda and Berkeley. Where are Los Angeles, San Diego, Pasadena, Riverside, Santa Barbara, San Luis Obispo, Fresno, Santa Rosa, San Jose, Marysville, Grass Valley and many cities equally capable of giving the children a first class education? Is it meanness that refuses the money, or indifference that sets no real value on sound training, or is there some influence hostile to free education that keeps them back? The praise of the public school always fires the American heart; and in any public assembly always "brings down the house." Why public intelligence should be expected to stop at a first grade Grammar School I have never been able to see; but that seems to be the standard fixed for public generosity in a large part of the State.

The great difficulty of the University of California then, is the want of sound preparatory schools, and when we urge on any community the need of them, we are at once met by the objection that such training is not practicable—is of no use to the large majority of pupils; that children begin dropping out of the schools, even in the Grammar Grade, and after that in the High School the numbers are steadily thinned every year and even of the survivors who graduate only a small percentage ever reach the University. Therefore, to grade the studies with reference to the University requirements, it is said, would be an injustice to the mass of scholars.

This argument would have been true with the old classical colleges, where the sole course of study was classical and the curriculum was.

rigid and undeviating, with no choice of studies, but certainly it does not apply to an institution like the University of California, where the student has his choice between eight different lines of study, two courses of classics, one in English letters and history, and five in science. Our entrance requirements in every case lead up to some one of these eight courses, and will equally well lead up to some corresponding vocation in life in those cases where the pupil cannot continue his education in Berkeley.

The entrance requirements for our two courses in the classics are exactly what any boy ought to have to enter an ordinary professional school, or to pursue a scholastic life. The preparation for our courses in science furnishes a sound equipment for the boy who means to enter kindred scientific pursuits without going through college, and the training preparatory for our English course, called the Course in Letters and Political Science, is no more than any intelligent citizen ought to have who expects to use his brains in any walk of life.

The principle that underlies our requirements on this side of the University, the English and scientific side, is that a few lines of study should be pursued until their fundamental principles have been mastered. We repudiate the idea that any educational value attaches to a brief memorizing study of the surface of a great number of subjects, or that such study furnishes any serviceable preparation for the duties of life.

Accordingly, our requirements for the English and scientific courses prescribe first a thorough and efficient course in the English language and literature.

Second, an equally thorough study of the elements of mathematics, arithmetic, algebra and geometry.

Third, the elements of two sciences, leaving it somewhat to the convenience or wants of different communities to determine what sciences shall be studied.

These are the three main lines of study: English, Mathematics and Science, besides which we require an elementary knowledge of United States History.

Now, we submit that there is nothing in these requirements that ought not to be taught in every High School, and usually is so taught; the main difference between our requirements and the ordinary High School, being that we require a smaller number of subjects than is generally taught and expect them to be studied more systematically and thoroughly, because first, what is worth knowing at all is worth knowing well, and secondly, superficial instruction leads to undisciplined

and slipshod habits of thought. Therefore we require the field to be well cultivated.

Now in actual practice the children in the school pursue substantially one course of study up to the High School with slight exceptions. On entering the High School they divide into three sections, classical, scientific and English, and each of these leads directly to one division of the University, and at the same time is right in the line of preparation for actual life as far as it goes. Therefore, it seems to me, it should be the aim of all High Schools to adopt this line of requirements as the fundamental course of instruction, as equally valuable to the pupil who will enter college and to him who goes out at once into the active duties of life.

When a school is unable to maintain classical teachers, it can prepare its pupils for entrance to the English and scientific courses, and if the school passes examination in these courses its diplomas will be accepted to that extent; this is in the line of what are called the Cammetti schools.

There ought to be such an English and scientific school in every town in the State, numbering over 2,500 inhabitants; and every sparsely populated county should maintain one at the County Seat. Then every boy and girl in the State would have a free school ready to give him a first-rate English education or to fit him for that side of the University. This much should be required now, and as the towns grow larger they could add the classical teaching if they chose.

You will notice that in this respect we are far more liberal than the old classical colleges. We aim to admit everyone who can derive profit from our instruction. He may get from us what he can, and will receive a degree proportioned to what he has earned. Our requirements are thus very elastic, and as they include nothing but whatever citizen ought to acquire, we feel that the schools should try to meet us at some point of our line.

And now let me speak of the Normal Schools. They, too, have no connection with the University. They were created for a special purpose; to furnish teachers for the Grammar Schools; and like the High Schools, they are a late creation. As they exist in this State, they are made to serve to some extent, in place of High Schools, for the sections where they are located. Their curriculum should be organized so as to lead directly to the University; even then their graduates would be none too well prepared as teachers for the grammar grades; and those who were able to go and take the University courses, would make thoroughly prepared High School teachers. In connection with

this I would establish a chair of Pedagogics in the University and teach the profession of teaching as we teach other arts. Then the Normal School would form an integral portion of our school system, and every part of that system would work toward a common end.

And now looking back over the field we find our State system of education broken into four detached fragments, each to a certain extent independent in origin and maintaining a precarious connection with its fellows, and yet all capable of being easily welded into one grand harmonious whole; the Common School, the Normal School, the High School and the University.

Here some man may say to me why not lower the University standard to meet the schools, the reply is plain and convincing. Our curriculum at Berkeley is no higher than is required at any of the first class colleges in the Eastern States, and if we want our University to be an honor to the State, to stand in the front rank of educators—if we expect our alumni to prize their degrees hereafter and to look back on their Alma Mater with the same affectionate pride and reverence that inspires the graduates of Harvard and Yale; if we hope to keep our boys and girls from passing by our doors to gain a better education elsewhere, we must offer them the best the land affords. The State demands this of us. We must keep our standard of excellence as good as the best and the schools should be graded to meet it.

The question may be raised whether it pays to maintain a University at all; but if we have one let it be the best, and let every avenue of education lead directly toward it, and let every youth in the land have a ladder to reach it.

And does the University pay, or is the money wasted with which the State endows it? Is all the devotion to learning, all the fond labor and self-sacrifice which earnest men have spent on this cause, is it all sacrificed to a chimæra—water poured into a sieve? I believe that if we intend to maintain here a civilized State on such a plane of intelligence as will rival our sister States, with such progress as will enable us to compete in material things with our foreign neighbors, the University is absolutely essential to our life as a State.

Its first and most obvious function is the education of the students intrusted to it. Its value in this field is easily understood. It turns out an annual crop of educated men and women, fully armed with a sound education, having that mental training which ought to underlie all the higher pursuits of active life. The value of its work in this respect may be partly measured by reading the roll of its graduates.

This will give some conception of its influence on the intelligence and power of the State.

Nor must we forget its value as a place of original investigation. Both in the departments of letters and science active minds are constantly employed at the University on original work ; some are prying into the secrets of nature and constantly making discoveries from which the State reaps a profit every year in material things. I need not discuss this field of labor. The Legislature recognizes it and willingly grants money for the support of the scientific colleges.

But the University has other values, more powerful in their influence than these, but more subtle—less obvious, perhaps, to the ordinary citizen, but plain enough to the teacher—you may easily recognize them.

Its value as a centre of learning, the one place in the State where education is its sole object, where men are gathered together whose lives are devoted to a cause outside of the market and exchange, and whose values are eternal. The world has its crowded places of resort where business reigns supreme ; let us have one place where men shall assemble who give their lives to letters and science. And as when we gather together the scattered embers on the hearth-stone they burst forth into glad warmth and their bright flame light up the home, so if we would brighten the State with knowledge and the genial glow of the love of science, we must maintain a home of learning where men shall gather whose lives are devoted to science and letters.

The influence of Oxford and Cambridge in England, and Harvard and Yale in America, as centres of learning, is too well known to need more than bare mention.

But even more powerful is its direct influence on the schools of the State. The University is often called the apex of our system of schools. So it is in one sense, but in another way it is the base—the foundation rather than the apex ; for the public school was founded by university men, and to-day the grade of public instruction in each State depends largely on the standards set by the institutions of higher learning in that state. If they are satisfied with a low tone and slack mental discipline then the schools are low and slack ! If, on the other hand, the colleges call for sound learning and good training, the schools soon respond to the call. There must be a lofty ideal if we hope to attain generous achievements, and the University must furnish the ideals. If we have no such aspiration, or if our aim is a low one, our schools will droop their heads, and if the plane of the school is low, the general intelligence of the community will be low correspondingly, so that to sum it all up, if the function of the University is to

make good sound citizens and to add to the general intelligence we must keep that standard of intelligence and capacity, as high as possible.

But I may make a personal appeal to this audience for the support of our University. Our teachers are mainly women. Remember that one-fifth of the students at Berkeley are women. The old classical colleges rejected women and their doors are closed against them to-day. The University of California is based on a more generous plan and opens its halls alike to men and women, and the girls have fully justified our faith in them, both in their conduct and scholarship.

The field the University of California has been expected to occupy has been so large, our endowments so small and our graduates so young, we could hitherto make but little show of results beside the older colleges; but now our work begins to tell and we may hope to share the favors so liberally showered on our older sisters. The time is soon coming when the wealthy men will be anxious to link their names with this growing home of learning, remembering that nothing in this world comes so near immortality as having one's name inseparably linked with some institution devoted to education.

And now in conclusion we urge upon you as teachers to work with us and for us towards this grand object.

We want to unify the school system of the State and weld all its parts into one harmonious, systematic whole, and establish it on the level of the best Eastern schools.

Remember we are all working towards one end, the education of the State. If the University can infuse into the community a higher tone of intelligence, and loftier ideals, your work will become easier and your standard will be more readily maintained or even advanced.

Then if we can so mould the schools of the State that they will form one grand machine, working in harmonious order, one spirit, one ambition will guide the whole system. The love of learning and the eager desire to impart it will animate every portion, nourishing, warming, stimulating every function as the blood bounds from the heart to the finger ends, warming and strengthening every part.

The University is the heart and must furnish the stimulus, but no part can do its work well without the others and no part can be sick or atrophied without depressing its neighbors. But working together in harmony for one end, then and then only can we attain the highest and noblest results.

*MEETING OF THE CALIFORNIA EDUCATIONAL ASSOCIATION, SACRAMENTO, DEC., 1888.*

REPORT OF THE COMMITTEE ON THE PUBLIC SCHOOL CURRICULUM  
OF GRAMMAR AND PRIMARY SCHOOLS.

*Mr. President, Ladies and Gentlemen:*

As your committee was appointed but a short time since and has been able to hold but two preliminary meetings, a bare quorum being present at each, we must beg your indulgence for the somewhat disconnected condition of our report.

While the title of the committee might convey the idea that we were expected to offer advice respecting graded elementary schools, we were unanimous in the opinion that ungraded schools should receive our earnest attention and we have been careful to make our suggestions applicable to them.

In order to set members of the committee thinking on the needs of these great departments of our school system, the following questions were proposed :

1. What can we do towards procuring a suitable outline for a course of study for ungraded schools ?
2. Is it advisable to offer a plan of Institute instruction with the object of enabling country teachers to better comply with the courses of study ?
3. To what extent should we make suggestion regarding general methods to be followed in teaching the various studies ?
4. Is it not usual to emphasize Arithmetic at the expense of Language in the lower grades ?
5. What allowance should be made for varying the instruction of the last years of the course to suit local wants and special occupations ?
6. By what means can instruction in Industrial Drawing be improved and made general ?
7. Should not more attention be given to Geometry, especially in Grammar grades ?
8. How can teachers be led to see that instruction, from the outset, should lead to science, or at least, to the scientific habit of thought and investigation ?
9. In what grades should the State text books be taken up ? How can they be supplemented ?



No. 3. It is to be regretted that teachers do not more frequently ask themselves if their methods of instruction are good or bad, whether the subject is presented at the proper time or not, that is, when the learner's mind is best prepared to receive it; if there is something taught which it would have been better to have omitted, or something omitted which should have been taught; if the new facts are based on old facts—in short if their schemes of instruction are natural and therefore intelligible and pleasurable, connected, and aimed as directly as possible towards some reasonable end. It is of little use to point out mistakes and offer remedies unless the teacher studies psychology—not so much from books as from the child himself. He must know, almost by intuition, the mental status of the child. He must see clearly what there is to build upon. A child who, though he is quick to perceive, is still poor in comparison, must be lacking in judgment and cannot yet be a good reasoner. It is wrong to expect that child to do work calling for a high order of judgment and reasoning power. He should first be led to compare the things he perceives, to name them, describe them and note differences between them; to say which is greater, smaller, heavier, lighter, longer, shorter, etc. This would develop language and the accompanying exercise of thought would, in time, strengthen the judgment and bring out the reasoning faculty.

4. Arithmetic, as distinguished from counting, or perhaps I should say exercises with counters is commenced far too soon and for the reasons just given. The child's mind is not ready to understand puzzling tricks with abstract numbers—meaningless characters. The *thing itself* should precede the character which represents it.

I shall now rapidly enumerate some of the most common mistakes in teaching the various common school subjects.

*Arithmetic* is commenced too soon. Should be introduced and carried as far as possible by means of objects.

*Language* does not receive sufficient attention in the lowest grades. Teachers do not *converse* as much as they should with their pupils.

Correct impression of objects should be made upon the minds of the children and they should be taught, by frequent practice to describe their impressions correctly.

In the higher grades a very great amount of time is worse than wasted on technical grammar and analysis of sentences. *The ultimate object is lost sight of.*

*Geography* is probably the worst taught subject of all. The work is disconnected. Indeed, very frequently it is not *taught* at all, being

continually made a means of *examination*. Its utility is lost sight of. No matter what vocation the child is to follow he must go through the entire book and the book is a mere jumble of facts and statistics, unarranged and ungraded. The child is required to learn the names of mountains, islands, lakes, rivers, continents, bays, etc. and many teachers will give you patent plans of theirs for arousing the interest and holding the attention of their pupils while going through this idiotic "Catch as catch can" grind. Numbers of school children there are who can sing out long lists of towns, islands, lakes, capes, peninsulas, etc., who learn very little about the mineral, vegetable or animal productions of the earth, or the effect of latitude, climate, soil and other physical conditions upon their location and distribution. How many possess a knowledge of the subject which might be termed the geography of commerce?

*History* is another subject, the object of the study of which is almost invariably neglected or ignored. If there be any practical aim in reading history, it is to enable the citizen of the present to profit by the lessons of the past. Then he should know what lines of action or conduct on the part of nations tended to their benefit or injury, and names and dates, like geographical names, would be mere incidents of the study. There is little need to say that the instruction generally given on this topic puts the subsidiary idea in place of the principal. Here again the *object* of the study is forgotten and many teachers prove, by the extent to which they carry this memorizing of dates, names, and unimportant facts, that they are still unaware that mental acquisition is limited and "Hedged around with conditions."

*Spelling*. The detached word method is a useless way of spending time. The *object* to be attained is forgotten. It is that we may spell correctly the words we use in writing our thoughts. We should learn to spell them chiefly by writing, that is by copying, writing from dictation, or by correcting the mistakes in our written compositions.

5. Commencing as low as the second grammar grade, several of the less essential studies should be made optional and more time should be given for silent study—under guidance of course—of the subjects considered essential. The pupil can best acquire the habit of self instruction through the investigation of the knowledge he considers necessary to his success in life.

6. A couple of years ago, the British Royal Commission on Technical instruction, after examining the Swiss, German and French schools recommended that drawing should be incorporated with writing in all elementary English schools, and argued that "when the proposition is

fully accepted that drawing is a department of writing wherever ideas are represented by diagrams and figures, drawing will no longer be separated from elementary education."

The difficulty in the way of the attainment of this very desirable end is that teachers generally seem convinced that instruction in drawing is impossible without special teachers. I wish the teachers of primary and grammar classes throughout the State, could see how simple this work is made in Miss English's school and with what ridiculous ease young and untrained teachers become competent guides in the art: but, as this is hardly possible, I sincerely hope that this body may be able to devise some plan through which the programs Miss English has furnished to this committee may be printed and distributed among the teachers of California. As Miss English is present I shall endeavor to save enough of the time set apart for this report to enable her to rapidly explain to you the work of the first three school years as conducted in her school, and I will only add that the belief is rapidly gaining ground that drawing from objects, commencing with the regular solids is the most direct as well as the most natural method of acquiring that facility with the pencil which will enable pupils to properly place the lines showing the outline or picture of any machine or structure. Children like to draw and if, instead of checking the inclination, teachers will encourage and guide it, the exercise will be found delightful, useful and order-preserving.

7. Geometry is a necessity in almost every walk of practical life. Yet, even teachers are not required to pass examinations upon it. In common things, as compared with Geometry, Algebra is almost unused, yet teachers can scarcely pass the threshold of their profession unless they possess a pretty full acquaintance with elementary Algebra at least. Geometry, like drawing, should be taught from the lowest grade to the highest. The papers contributed by Miss English and Prof. Jones show how.

8. Instruction in science should also be continuous from the beginning to the close of the elementary course and it should be conducted by easy and consequent gradation from the simple to the complex.

In conclusion let me say that, no matter how good the course of study may be, it will be the teacher's duty to guide his work so that the first step will lead the second, the first and second to the third, &c., and he must also discover the general condition of the pupil's mind, remembering that while many are quick to perceive and even to compare and reach correct conclusions on single points, but few are capable of generalizing or distinguishing what invariably follows from

that which follows only occasionally. Time must be saved by prescribing essentials before non-essentials, necessities before luxuries. Tasks and lessons must be such as the pupils can master, not such as would be easy for the teacher. It is better to do a little well than a great deal poorly. Quality is of greater importance than quantity. The child must be trained to teach himself and control himself.

#### MISS ENGLISH'S SUB-REPORT.

"Proceed from the known to the unknown; from the whole to the parts; put the parts together to make a whole. Use comparison." These are a few of the fundamental laws laid down for the training of the young mind; and in truth they underlie all scientific teaching. Take, for instance the science of Geometry.

Elementary Geometry is practically introduced into the lowest grades of the public schools by means of the Kindergarten Gifts.

The so-called First-Gift, consisting of six worsted balls of the primary and secondary colors, teaches color and roundness.

The Second Gift is a box containing a sphere, cube and cylinder of equal axes and made of wood.

The Third Gift is a two-inch, wooden cube, divided by three cuts into eight one-inch cubes. From these three gifts, the child gains a knowledge of the sphere, cube and cylinder.

The Fourth Gift, is a two-inch cube, divided into eight equal parallel-pipeds or *oblong blocks*, a new form for comparison.

The Fifth Gift, being a three-inch cube, divided into one-inch cubes, some of which are sub-divided diagonally, introduces the triangular prism.

The Sixth Gift, also a three-inch cube, is divided into equal oblong-blocks, like the Fourth Gift, some of them being sub-divided into plinths, others into square prisms, thus giving two new forms for study. The last four gifts are used in building and for life-forms and geometric sequences or repetitions around a center or in a border.

The Seventh Gift, consists of thin wooden tablets, representing the faces of the solids already studied, as squares, circles, triangles, oblongs; and is used to teach surfaces, offering almost unlimited means for becoming conversant with the elements of plane geometry and the directions of lines.

The Eighth Gift, sticks of varying lengths, from one to five inches, and the Ninth Gift, rings and half rings, are used to enclose spaces, representing right-lined figures and curved-lined figures laid in outlines.

The Tenth Gift, the point, represents form by *indicated* outlines. The point is placed by means of a seed or some such small article.

Thus by the proper employment of these gifts an insight is gained of the elements of form, number, size, dimensions, direction and comparison, and at the same time the child 'learns to do by doing' and forms habits of neatness, precision, promptness and observation, the aim of Froebel's system.

This work can be successfully continued through the higher grades, beginning with the eighth, by a series of object lessons on the solids, in connection with drawing from the objects themselves, modeling from clay and constructing from paper. A programme suited to the lowest grade follows :

*Drawing and Study of Form.—First Year—Eighth Grade.*

Time. Fifteen minutes daily or three half hours per week.

Materials. Models : sphere, cube, cylinder, square prism, hemisphere, oblong block, triangular prism, ellipsoid.

Tablets : square, oblong, circular, semi-circular, triangular, elliptical.

Sticks or splints : from one to five inches long. Primary and secondary colors.

Clay :

Slate or paper and pencil : *blackboard*.

Expression. By construction using clay, paper or sticks.

By drawing : always practising movement first.

By language : oral or written description of solids and their parts.

Terms used by children will be found at the end of first year's course.

*Subjects to be Taught.*

Form. Study solids as a whole, and their comparisons and contrasts from models mentioned above, beginning with the sphere, cube and cylinder.

Details of Form. Surface and number of parts, plane, curved, round.

Faces : Plane, as square, oblong, circular, and semi-circular and triangular. Curved as in cylinder. Round as in sphere.

Edges : straight and curved represented by lines.

Unit of measure. One inch sticks in different positions : representing edges. Horizontal ; level or from left to right or front to back. Vertical ; upright. Oblique ; slanting. Parallel ; side by side some distance apart. Perpendicular ; forming square corners.

Corners. Upper, lower, right and left. Outside and inside. Represented by a point. Position of points : level lines : vertical : centre : corners.

Color. Materials: Colored worsted for sewing Sticks. Paper, fold—ing and weaving.

Subjects: Test pupils to detect color blindness. Teach primary and secondary colors. Teach black and white.

Design. Materials: Solids, arrangements, around centre, in border. Tablets, arrangements, around centre, in border. Sticks, arrangements, around centre, in border.

Note. Principles of repetition and alteration taught by materials last mentioned. Teach cleanliness, carefulness, honesty.

Busy Work: Represent forms by stick or tablet laying. Sketch objects from memory. Mould from objects; draw from leaf, smooth edge.

#### *Clay Modeling.*

Genesis of Form. Sphere, by rolling. Cube, from sphere by flattening on six *opposite* sides. Cylinder, from sphere by rolling long and flattening two *opposite* ends. Square prism, from cylinder by flattening four long sides (*opposite*). Hemisphere, from sphere, by cutting with string. Half cube, from cube, by cutting with string. Half cylinder, from cylinder, by cutting with string. Triangular prism, from cylinder, by flattening *three* long sides. Ellipsoid, from sphere by rolling long.

Expression by Language. Terms to be learned and used by children: names of solids used this year. Surface: round, curved, plane. Parts of surface: faces, edges, corners. Kinds of edges: straight, curved. Position: horizontal, vertical, oblique or slanting. Length: equal, unequal, short, long. Inches (unit of measure): 1, 2, 3, 4, 5. Shape: square oblong, circular. Corner: outside, inside. Line: same as edge, vertical, horizontal. Direction: left to right, front to back, up and down. Location: upper, lower, right, left, front, back, centre.

Bisect: opposite, arrangement, overlapping, borders, etc.

New words should be taught from the object, and answers required in full sentences.

Note. Teach straight edge as the union of two plain surfaces: curved edge as the union of a plain and curved surface.

The second and third years' work is simply a continuation of the first year's, taking new solids, comparing with the old, learning names, modeling in clay and drawing.

#### LANGUAGE—RECEIVING CLASS.

Have each child give his own name and address in a distinct tone of voice.

Familiar talks of things seen on way to and from school.

Learn to recognize from thirty to fifty words at sight, taken from first twenty or twenty-four pages of reader and placed on the board. Take name and action words for the most part at the very first. When these words can be used in simple original sentences and read in easy combinations from the board, separate into their parts by *sound*, classifying them according to similar vowel sounds, as : all with *a* in one column, *e* in another, etc. From sounds learned in this manner form new words. Take letters now if you wish, though I should *name* the letters only in talking of their written words, as : "Make your *t* come half way up the space ; your *a* is not round enough on top, etc."

Find words on chart. As soon as possible copy the above mentioned words and sentences from the board.

Then for the first time put Readers into their hands. While the new words are taken from the advanced pages of the book, the reading lesson should begin at the first, and as the words are known, proper exercise and drill given in articulation and expression, reading in grouped phrases to aid in expression. A new word should be learned by sound unless some *new* sound is introduced. In that case the teacher should give the correct pronunciation, study with the class the new sound and find similar words, then spell. Never let the child spell a word he does not know at sight.

The Kindergarten Gifts in this grade are invaluable, and introduce terms descriptive of color, form, size, number, qualities arrangements, location, direction and position.

*Eighth Grades.*— The Eighth Grade may very properly continue the foregoing work and composition (oral) from pictures, object lessons, statements about things they see, touch, taste, hear and smell taken in both classes.

In spelling about three new words should be taken daily from the advanced pages and used in sentence spelling, while the reading keeps well back of the new words. Column spelling should be resorted to only occasionally as a review drill on words difficult to remember. Reading lessons copied on slate for capitals, periods and question marks. Dictation from reading lesson.

Class recitations with appropriate gestures, mostly descriptive, and single declamations should be encouraged.

Statements on objects continued and carried further ; facts brought in by children on objects, as :

1. What is it, vegetable animal or mineral ?

2. Where obtained?
3. A few of its qualities.
4. Use, or what is done to it to make it useful.

*Seventh Grades.*—Continue using new words in sentence spelling and stories or oral composition.

Write reading lesson on slates, paper or board for spelling. Dictation continued. Insist on neatness, capitals, periods, question marks.

Simple letters with proper headings and endings, expressing their own wishes and ideas, on slates and paper.

Object lessons on plants, animals and minerals, taking what they observe themselves or can be led to observe.

Stories containing given words.

Reproduce stories from memory (orally at first).

Find, and give name words, action words, kind words, in simple sentences.

Form new sentences from name, action and quality words on board.

Use properly a, an; is, are; was, were; I, me, etc.

Poetry and prose selections continued.

*Arithmetic—Seventh Grade.*—Continue measuring as in lower grades, orally and written, using numbers and counters to 50.

Original practical examples by class. Rapid adding of small numbers from dictation and from board, orally.

Add and subtract by 1's, 2's, 3's, 4's, 5's and 10's, to and from 50; by 6's, 7's, 8's, 9's to and from 100.

Add and subtract on slates or board, numbers containing not more than three places.

Double numbers, results not more than fifty; halves, numbers less than fifty.

Multiply numbers of three places or less by numbers less than 8.

Use units of measure 1 inch, 1 foot, 1 yard. Table—12 inches make one foot; 3 feet make one yard; developed by use of ruler.

Time table including seconds, minutes, hours, days, weeks, and years.

*Receiving Class.*—Group objects, one in one pile, two in another, and so on up to ten.

Put objects together to make a given number. (2 balls + ? = 5.)

Take objects away from a given number.

Make a given number of objects into as many piles as possible, each containing two, then three, four, etc.

See how many times you put two objects together to make a given number; put three's together, etc.

Number of sticks required to make a corner or angle; to make a square.

Count objects forward to ten (after the child knows what ten things are), backwards from ten, by 1's, 2's, 3's, 4's and 5's.

Use abacus and move one ball at a time, making number required; for instance, take three; repeat as you move: 1 ball and 1 ball and 1 ball make 3 balls.

I moved one ball three times; three times 1 ball make 3 balls.

Three balls, take away 1, take away 1, take away 1, leaves none.

Make the three into all the one's you can, and leave spaces between.

Read 3 made into one's gives three one's.

NOTE.—The Kindergarten gifts are of invaluable assistance in these number exercises.

When the children understand figures the preceding exercise could be written as follows:  $1+1+1=3$ ; 3 times  $1=3$ ;  $3-1-1-1=0$ ;  $3=1=3$ .

If figures are not yet introduced marks or objects could be put together as detailed hereafter in "written work." Never say "plus" and "minus," but "more," "take away," "times" and "made into."

Add one to all the numbers from one to ten. Add two to all the numbers from one to ten. Then three, four, etc., in same way.

Add columns of one's on board, to ten; then two's and three's and so on.

0  
 0 0  
 0 0 0  
 0 0 0 0  
 0 0 0 0 0  
 0 0 0 0 0 0  
 0 0 0 0 0 0 0  
 0 0 0 0 0 0 0 0  
 0 0 0 0 0 0 0 0 0  
 0 0 0 0 0 0 0 0 0 0  
 0 0 + 0 = 0 0 0  
 0 + 0 = 0 0 0  
 0 + 0 = 0 0 0  
 0 0 0 + 0 = 0 0 0 0  
 0 0 + 0 = 0 0 0 0  
 0 + 0 = 0 0 0 0  
 0 + 0 = 0 0 0 0  
 0 + 0 = 0 0 0 0  
 0 + 0 = 0 0 0 0

Copied or written on slates from memory.  
To teach any number of objects from one to ten.

Busy or silent work. In other words, make three all the ways you can; four; five. This can be read from the board orally also, and figures substituted for objects when writing it.

Make figures only as far as the group can be recognized and never teach him to "make figures to ten" until he knows what the objects mean.

Make pictures of apples, caps, tents and so on, grouping them and adding, as,  $\bigcirc\bigcirc+\bigcirc=\bigcirc\bigcirc\bigcirc$ . A repetition of work with rings, only that a new object makes the work seem new.

Make ten lines of one's or rings, each line containing ten.

Group the first line into one's ; second into two's, etc., with connecting lines.

Count from one to ten and back by one's ; then by 2's, 3's, 4's and 5's.

*Eighth Grades.*—Oral. Continue receiving class work, using counters to 20. Place counters upon desk in rows as below :

Counters.					
	(3 counters.)	}	To be read as in former measuring.		
	(+3 " )		To be written as explained hereafter,		
	(+3 " )		under "Written Arithmetic."		
	(+3 " =12 counters.)				

Count from 1 to 50 by 1's, 2's, 3's, 4's, 5's and 10's; count back in same way.

Practical examples using numbers less than 20. Original practical examples by class, using numbers less than 20. Multiply numbers from 1 to 10 by 2; by 3.

Learn meaning of double ; of	}	How many 2's into 10 ;
		Divide 10 by 2 ;
		One half of 10 =?

Use 3d and 4th Kindergarten gifts for fractions, as follows, taking halves, fourths and eighths.

Move  $\frac{1}{2}$  of large cube from the other half and say : " In one whole one there are two halves ;" put back and say : " Two halves make one whole one." Separate in four parts, saying : " In one whole one there are four-fourths ; replace and say : " Four-fourths make one whole one." Same with eighths.

Add columns of figures less than 10, sums less than 50, from board.

Study tables as follows from board {	$\frac{+3}{4}$	$\frac{-3}{8}$	$\frac{\times 3}{4}$	$\frac{\div 3}{0}$
	9	9	5	6
	6	6	3	10

*Written work.*—Measure with counters and copy work on slate or board and paper as follows :

Measure 12 by 3's.

Represent Counters.	
III +	$3+3+3+3=12$
III $\times$	4 times 3 = 12
III —	$12-3-3-3-3=0$
III $\div$	$12\div 3=4$

Measure 15 by 4's.

IIII +	$4+4+4+3=15$
IIII ×	$3 \text{ times } 4+3=15$
IIII —	$15-4-4-4=3$
IIII ÷	$15 \div 4 = 3^3$

Proceed to measure as above numbers up to 20 by all numbers less than 20.

Add columns of figures sums not exceeding fifty and label answers. Subtract, multiply and divide small numbers, as :

$\begin{array}{r} 38 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ -23 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \overline{)20} \end{array}$
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Read and write numbers to 100.

Roman numbers to XX.

#### PROF. JONES' SUB-REPORT.

The fundamental idea of all study of mathematics is reached in Miss English's report. Of the three branches of mathematics, Geometry, Arithmetic and Algebra, Geometry is the primary one. The Kindergarten system recognizes this and imparts the earliest mathematical instruction to the child in directing attention to form and dimension. This is the beginning of Geometry. When the child has been taught to observe forms, he may profitably be taught to count them, that is he may be led to the abstraction, number. He is guided through the fundamental ideas and operations of Arithmetic, he is made deft and quick and accurate in calculations. The whole training throughout these earlier operations of Arithmetic should be by observation and not by reasoning. Similarly by the same method, and coincidentally in time, he should be adding to his store of geometrical conceptions, to his practice in drawing and measuring. When he has completed the essential ideas and operations of Arithmetic and is expert in making calculations, he should be introduced to the comparison of numbers, namely, Ratio or Proportion. His arithmetic as such is then completed.\*

When the child has reached this point, having continued as indicated in the study of forms, he is ready to begin problems in geometrical construction. I consider that this period would be at the beginning of the second grade. He goes on from this to geometrical reasoning, at a time when the mind is developing its reasoning powers, and through a study which is best adapted to the improvement of the

\* In the advanced Arithmetic (California State Series) the parts here indicated as essential are contained in pages 1 to 118 and 176 to 177.

reason. While he is being trained in these processes, he may be led on through the special applications of arithmetic, percentage, profit and loss, commission, stocks, average of payments, etc. The result will be that at the conclusion of his course in the grammar grades, the child will be able to reason, which he is not ordinarily now, he will be able to perform the operations of arithmetic, which he is not ordinarily now, and he will be prepared by mental equipment for the duties of practical life in a manner in which he is not ordinarily now.

I now add an outline of the work in geometry which I think might be performed in the second grade.

If the child has not been taught as indicated in Miss English's report, in a progressive course up to the second grade, he will need to have his attention directed to observing the cube and cylinder; prisms, pyramids, cones, frustums and spheres; bodies, surfaces, lines and points and their different kinds. He is then introduced to the study of straight lines: vertical, horizontal and inclined; the circle; parallel lines; axioms of geometry; addition, subtraction etc.; of lines, etc.

Angles. Definitions; measurement; construction, etc.

Triangles: Definitions; construction; theorems, etc.

Polygons: The circle; areas; ratios and solids, in the same ways.\*

The geometry thus outlined should be studied by the aid of a text-book in the pupil's hands.

In *History*, I would recommend that the state-book in United States History be not studied by pupils until they reach the first grade. In this grade it will serve as a systematic presentation of the whole subject. The story of history, especially our own, ought to be begun several years before. This story ought not to be confined, however, to life on this continent, but ought to include Greece, Rome and England. The interesting and elevating lives of great men and heroes ought to be made familiar to the children. History ought to be taught with and through geography and geography ought to be taught with and through history;

By the time the pupil reaches the first grade, there ought to be familiarity with the interesting events of American history and of the course of life in other countries. The minds of the pupils ought to be prepared to understand American history as the resultant of other streams of life. When the authorized text-book is taken up the subject ought to be studied topically; ought to be studied not with a view to memorizing statistical matter but to understanding the trend of civilization the relation of cause and effect. The teacher should require the pupils to *discuss* topics, not *recite* the text.

\* Hill's *Lessons in Geometry* indicate the scope of this geometrical work.

## PROF. HOLWAY'S SUB-REPORT.

*Eighth and Seventh Grades.*—Observe and name the external parts of the human body and of the common domestic animals. Compare with one another. Bring in plants. Observe parts—stem, root, leaf, flower. Study and name petal, sepal, stamen, pistil. Name the colors found in common flowers.

*Sixth and fifth grades.*—Continue work of previous grades, giving attention to more minute details and carefully comparing.

Study common insects—butterfly, moth, grasshopper, fly, etc. Count legs, wings, eyes. Notice shape and size—comparing one kind with another. Draw the parts. Draw and describe parts of flowers. Plant seeds and observe growth. Encourage pupils to bring in specimens—pebble, flower or bug. Have talks about the things seen coming to school.

*Fourth Grade.*—Bring in bones and examine. Show the heart and arteries and the lungs of a sheep or pig. Examine the teeth of cat or dog and compare with our own. Continue work with insects and with flowers. Note differences and resemblances. Study and name the trees of the vicinity—compare leaves, fruit, bark wood.

*Third Grade.*—Continue work of fourth grade. Observe the mouth parts of a grasshopper. Compare with fly. Study the scale bugs of your vicinity—show by experiment that they may be killed by proper washes. Study the distribution of useful plants. Talk about trade in useful plant products.

*Second Grade.*—Review and enlarge the physiology work. Even if the text-book is used, continually bring in objects for observation. Experiment with levers in studying bones. Make oxygen in the class room and experiment with it. Generate  $\text{CO}_2$  and test with limewater—afterward testing the breath in like manner.

Use lens to show the formation of the image on the retina.

Study the rocks of locality. Visit the hills, quarries or railroad cuts. Study gravel, sand, clay. Learn about erosion by observing the streets after a rain.

*First Grade.*—Have pupils make a simple galvanic cell. Show effect of current on needle. Make electromagnets and show that electricity will do work—show heating and luminous effects. Try simple experiments with light—reflection and refraction. Use lens and prism. Avoid obtruse theory. Have pupils perform similar easy experiments in heat and sound. Do not let the pupils have a text book. Lead the pupils to discover facts and principles.

Respectfully submitted.

Of Committee, { J. O'CONNOR,  
R. F. ENGLISH,  
WM. CAREY JONES,  
R. S. HALWAY.

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*"MAKING OUR SCHOOL-ROOMS BEAUTIFUL AND  
ATTRACTIVE."*

There was never a time when so much was written on the "House Beautiful," as in the last few years, but we have heard very little about the "School Beautiful."

When we consider the importance of environment in determining character, and how much of a child's life is spent in the school-room, it cannot be that the subject of the "School Beautiful" is unimportant. Because our surroundings form so large and element in unconscious tuition, it will make a great difference to the pupil whether the days are spent in a cheerful and attractive room, or in an ugly and bare one.

That our school rooms are essentially bare and ugly is proved by their forlornness when one remains in them after the bright young faces have left for the day, or when from the sunny street, one enters a deserted school-house.

The culture of æsthetic feeling is too generally neglected among us, and yet there is a yearning in all natures towards beauty in form and color, as well as in sound. I think it is Clarence Cook who says that: "It is to this upward yearning, that the wise educator will address himself. The higher our conceptions of material beauty, the higher will be our ideal of moral beauty." As day by day, we increase our ability to appreciate beauty, the more beautiful will a beautiful life and beautiful thoughts be to us. We must infer, then, that the cultivation of taste is a moral duty,—a duty that will lead us and our pupils, step by step, to higher planes of thought and enjoyment.

In the limits of a paper, one cannot lay out a royal road to school decoration, and can only lay down a few simple stepping stones.

To make a school-room attractive, it is not necessary that we have costly woods, marble, bronze, or gilding, but we must have a sense of fitness, and artistic taste, and not hesitate at a little trouble.

Before we attempt to decorate our school-rooms, let us see that they are kept clean. The teacher should be careful that the desks are free from inkspots, and that all papers and remains of lunch are put in the waste basket, for, long before we ever formulated principles of æsthetics, we were taught that "Cleanliness is next to Godliness." Especially in the higher classes for girls, should we never weary of reminding the pupils that a lady is always dainty and refined in her surroundings.

When, after many years of waiting, you find that the walls of your room are to be whitened, use your persuasive power, with those in charge, to have the walls tinted some soft shade of the same color as the woodwork. It will be a great step towards a softened restful light in the school-room.

Then, when the school fund is not in a bankrupt condition, and the back-salaries have all been paid, even though there be inside blinds, try to get for your school-room window-shades. They will take very much from the bareness of the room, and will not only make it look far more home-like, but will often afford great relief to the eyes.

The disfigured desks too often show that we have not taught respect for public property, nor proper care for things not our own. This is a lesson we ought to teach, not only for the general effect, but also because we cannot have an attractive school-room with defaced desks in it.

If we have an opportunity to select, ourselves, the maps and globes for our class-room, we should prefer those of soft and well arranged hues, to those of gaudy and inartistic coloring.

Books give an intellectual atmosphere to a room as nothing else will, and although they may not be, as Leigh Hunt said he wished his, 'where he could lean his head against them', they should be where they can be readily reached, and where the pupil will often be tempted to use them, so that they will come to be part of the necessary surroundings in his life. This applies not only to reference books, but to all desirable books that we can put within the reach of pupils. If your School Trustees cannot do it, perhaps some older boys will make redwood corner-shelves. These when varnished with a coat of shellac, will be an excellent place for the books of your class-room, and also an ornament to the room.

And, here, let me say that the more we can interest the pupils in making the school-room attractive, the more we are doing to develop a feeling of loyalty and pride in the schools, and to create a desire for refined and tasteful surroundings. Children will love a school-room which they have helped to make beautiful, and after they have left school, will always be more interested in its prosperity and usefulness.

Our blackboards can either be a source of ornament, or of ugliness and almost degradation. They are the latter when they are not kept free from scribbling, and from drawings of the nature of caricatures. All work left on the blackboard, in fact all work put on the board, should be neatly and well done, and such work is really an ornament to the room. Blackboards, rarely used, and the upper edges of the boards can be utilized for beautiful quotations, and thoughts that may sink deeper in the heart of the impressionable child than we can realize.

With some trouble, but little expense, mottoes can be cut from tinted paper, in artistic text, and when placed over the doors, and in suitable places on the walls, they will be very effective, and, like the quotations will teach great truths, that will never be forgotten, for the psychological reason, that "what is obvious to the eye becomes clear to the mind."

Nothing will repay the trouble expended to obtain them, more than boxes and baskets of blooming flowers, and trailing vines. They alone, will beautify a school-room, and if the interest of the pupils has been enlisted in obtaining them, they will be one of the many things that will make the pupil fond of his school-room. I would suggest that two pupils be appointed each week, to keep vases filled with fresh cut flowers and vines. They will always be bright spots in the room, and many a girl will thus learn the art of arranging flowers, an art which is really an accomplishment.

If the school is near the suburbs or in the country, or has boy pupils, at the right time of year, cats' tails and rushes can be secured, which for months will be very effective on the walls.

If the school owns a flag, instead of having it stowed away in a closet to be brought forth not oftener than once in a year or two, why can it not be draped in some main room and draped in such a way that it can easily be taken down when needed?

Should the school be in the country, the resources in the the way of moss-covered branches, cones, reeds, pampas plumes, grasses, and the like, are very great, and will fully repay all trouble in obtaining and placing them.

Whenever it can be done in an artistic way, color should be introduced into the decorations. It will brighten the room as nothing else will. Children love color, as we all ought to do, if we believe in the art-teachings of Ruskin. He says, "The fact is, we none of us, enough appreciate the nobleness and sacredness of color. \* \* Of all gifts to the sight of man, color is the holiest, the most divine."

With all the possibilities of ornamenting our rooms, we should not forget that there should be unity in the kind of decorations, not too great a mixing of all sorts of things. Neither should we spot the walls all over with little things, which really are confusing to the eye. The style of decoration of a country school will differ greatly from those in the city, because the possibilities vary with the surroundings.

Above and beyond all these lesser and simpler means of making our school rooms beautiful, I place the presence of copies of noble pictures, statues, and views of classic scenes. The educating influence of these cannot be estimated. Of its silent uplifting influence, those who have lived in the presence of a good copy of Raphael's Sistine Madonna, can testify. The divinity of all motherhood and childhood is one of the daily lessons of this perfect Madonna, who,

"With her gracions, girlish hands,  
Folds tenderly the child divine.  
Her lips are warm with mother love  
And blessedness, and from her eyes  
Looks the mute, questioning surprise  
Of one who hears a voice above  
Life's voices."

But it is far better to have no picture on our walls, than to have those which are not truly artistic, for they should be such as will educate the pupil to care only for the best. The ordinary chromos and lithographs are entirely out of the question. Archetypes of the works of the old masters are *cheap*, and usually poor. *Stolen* goods are generally *cheap* and *poor*, and archetypes are usually thefts. They give us a very imperfect idea of the grand original, and hence are to be avoided. An American gentleman took to Paris an American archetype of an etching by a famous living French etcher. He showed it to the artist, who, with great indignation, said that rather than have such copies go out as representations of his work, he would prefer to *present* to the American publishing house the very valuable copper-plate from which the original etchings were made.

Better than archetypes, better than almost anything else, are the photographs taken from the original works of art. The Italian photographs are excellent and cheap. By sending directly to photographers at Venice, Florence, and Rome, you can get for about a dollar apiece, postage included, large photographs of the great works of art in Italy, and of the classic ruins. The Venetian photographs, colored in water-colors, are beautiful, bright scenes, especially those of the gorgeous facade of St. Mark's Cathedral, and of the Piazzetta. These, of large size, would cost only about a dollar each. Among the other photo-

graphs are those of the Roman Forum, the Colosseum, the Arch of Constantine, Luca della Robbia's Singing and Dancing Girls and Boys, the Heads of the Venus de Milo, Apollo Belvidere, Jupiter Utricoli, and innumerable others. These can be framed in passe partouts and bound edges for about two dollars.

Then we can have, for from three to six dollars, excellent casts of the busts of famous statues, some of which I mentioned in connection with the photographs. The list there given, might be endlessly extended, and ought to include the Venus of Capua at Naples, Michael Angelo's David, and many, many others.

Braun of Paris, sends out the finest and most durable photographs of the great works of art, and while these are more expensive than the Italian photographs, I would mention them as the very best for our purpose.

I must admit that Braun's photographs of the Sistine Madonna, are not cheap, but they are most perfect reproductions of this greatest of all pictures,—and they are, oh! so beautiful!

I can give anyone who desires them, the addresses of Braun of Paris, and of the principal Italian photographers, and shall be glad to pass on any information I have gained, as to the purchase of reproductions of works of art.

Long ago you have asked me in your hearts, "Who is to pay for these art-treasures?"

If the pupils of each class, as it graduates from the High School or Grammar School, would contribute from ten to twenty-five cents apiece one such work of art might easily be added each year, and it will not only be a pleasure for the graduates to think that they have left a class-memento in the school, but it will be a strong link in the chain that will bind them to their Alma Mater.

I know of an Eastern Normal School in which this plan was adopted over twenty years ago, and to-day the school is rich in pictures, busts, and other valuable gifts of the graduating classes.

In primary and country schools, which do not have graduating classes, perhaps it would be possible to have an entertainment once a year, and five dollars or more might be raised by charging a small admittance fee. In such a way a good picture or cast can be added yearly.

Besides reproductions of works of art, there ought to be good portraits of our poets and other eminent men, whose noble faces and noble works may lead the pupil's soul to "finer issues of thought and aspiration."

There are yet other factors in beautifying the school-room, and the living human forms within, are not to be forgotten. An effort on the part of the teacher to encourage neatness and good taste in dress is certainly a duty.

The most important means to this end is the appearance of the teachers themselves. When we realize how we are daily observed, from the crowns of our heads to the soles of our boots by the little people before us, when we realize that we are daily object lessons to our pupils, we can feel the great importance of perfect neatness and good taste in dress.

Professional men, the world over, are distinguished from the average business man, by greater care in the appearance and selection of their apparel. If teaching is a profession, ought not teachers to be equally particular about their clothes, and have them of as good quality and make as is consistent with their incomes?

Lady teachers can brighten up a room for a whole day by a fresh ribbon or change of dress, and they should consider it quite as much their duty to be dressed in the quiet, good taste of the lady as to be well prepared for the work of the day.

A lady who, for several years, was president of one of the highest colleges for women in our country, was wonderfully fitted by natural endowments, tact and education, to fill this difficult position. Beyond the magnetism of her gracious presence, she was always very attractive by the perfect taste of her dress, and by the flowers which she always wore; for even the bleak Winter months of New England never failed to furnish at least one fresh flower as her chief ornament, a flower whose beauty was reflected in the beauty of the face and manner of this rare, young college president.

Beyond the decorations of our school walls, beyond the flowers in the windows, beyond the attractive dress of the teachers and pupils, the influence of beautiful manners is the greatest factor in making the school room attractive.

Emerson says: "A beautiful form is better than a beautiful face; a beautiful behavior is better than a beautiful form; it gives a higher pleasure than statues or pictures; it is the finest of the fine arts." Surely then, in seeking to elevate our pupils by the fine arts, beautiful manners, as "the finest of the fine arts," should be the most cultivated.

By frequent lessons on manners and etiquette, by never missing an opportunity to insist on the pupils' being truly courteous to every-

one, and above all by the daily example of the teacher herself, beautiful behavior is cultivated.

Because the Beautiful is so important a factor in the problem of education, and because we are taught that "the highest beauty is that which belongs to conduct and character," for our school-rooms and for the that are souls daily growing in them, let us pray the prayer of Socrates, "Oh God, make us beautiful within!"

MISS FIDELIA JEWETT,  
Girls' High School, San Francisco.

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### NATURAL SCIENCE.

Professor Hilgard of the University of California favors general instruction in entomology and botany in the schools. In a recent letter to the Sutter County Horticultural Society he says:

"I would replace a considerable amount of bootless routine work now imposed upon the children in the shape of conundrums in arithmetic, grammar and other overdone branches by live instruction in natural science. The difficulty is really with the teachers; so few of them have their heart in the work, for the reason that there is no inducement to follow teaching as a permanent profession, and hence few qualify themselves so as to do the 'live' teaching which alone can make instruction in science effective and useful. But so far as it can be done these practically important branches of natural science should by all means be made an integral part of the required studies in our schools, and teachers should be compelled to qualify themselves to at least a reasonable extent for effective instruction therein. Both entomology and botany can be practically studied with very few additional appliances, the material being at hand everywhere and the apparatus needed being of the simplest and cheapest character. The trouble is, I repeat, with the cheap teachers that are mostly preferred by the country boards. It is in this, as in all other bargains; the cheap articles are in the end the dearest, because they answer the purpose intended very poorly, and natural science can be made as dry as arithmetic by mere text-book teaching done in a perfunctory manner. In order to teach these subjects effectively so as to give the pupils the actual use of what is taught, the teacher needs to know a great deal more than the text-book, and that is precisely where too many of them fail. Depend upon it, we must make better inducements for teachers to qualify themselves and to remain teachers if we would have our youth more fully and practically

instructed, otherwise no legislation making certain things obligatory will attain the end sought.

"I think one very useful and important step in the right direction would be the appointment of a State Entomologist, who should not only investigate the insects occurring in the State, but by periodic visits in the various regions of the State would impart practical knowledge by lectures and demonstrations before farmers' meetings or institutes. It would then easily be made apparent to all both how needful is this kind of knowledge and in what manner it must be imparted."—*San Francisco Bulletin*.

#### SCHOOL FUND APPORTIONMENT.

Wednesday, at 11 A. M., the Superintendent of Public Instruction received from the State Controller his official statement that there was in the State Treasury, belonging to the State school fund, \$2,110,795.53, subject to apportionment among the several counties of the State. Superintendent Hoitt immediately waited upon Captain Young, Superintendent of State Printing, and informed him that there was over \$2,000,000 in the State Treasury, a portion of which was due to the five thousand public school teachers for salaries during the past three months. "Will it be possible," said Superintendent Hoitt, "for you to get an abstract of the apportionment printed so that I can send it out to the County Superintendent and to the County Treasurers with their warrants to-day?"

The State Printer promised an earnest effort to that end, and proceeded with the work. The apportionment was promptly made by Mr. Hoitt, and placed in the hands of the printer. Proofs were submitted and approved. Warrants were drawn on the Controller in favor of each County Treasurer for the amount due his county. Receipts were prepared for return acknowledgments, etc. At 5:30 P. M. the entire work was done. The State Board of Examiners and the State Controller had received an abstract of the apportionment, and a copy had been mailed to each County Superintendent, and to each County Treasurer with his warrant as required by law. Probably never before has this work been so quickly done, and this promptness will be fully appreciated by the teachers of the State.

DR. HIGBEE puts it pointedly when he says, "It is not labor we want to dignify, it is the laborer." But that sentence takes a good deal of force out of the manual training argument that the introduction of manual training into schools is for the intellectual and moral benefits it confers.

## State Official Department.

IRA G. HOITT, State Superintendent Public Instruction, : : :

STATE OF CALIFORNIA, DEPARTMENT OF PUBLIC INSTRUCTION  
OFFICE OF THE STATE CONTROLLER,  
SACRAMENTO, FEB. 12, 1888

Hon. IRA G. HOITT, Superintendent Public Instruction:

DEAR SIR: In compliance with law, I have the honor to report as follows: The securities in trust by the State Treasurer for the support of Common Schools, consist of bonds of the State of California, aggregating one million five hundred and forty-one thousand five hundred (\$1,541,500), together with bonds of various counties of this State, amounting to one million five hundred and twenty-three thousand nine hundred dollars (\$1,423,900), which are described as follows:

State Funded Debt Bonds of 1873, six per cent.....		\$1,541,500 00
Sacramento County Bonds, four and one half per cent.....	\$100,000 00	
Sacramento County Bonds, six per cent.....	32,100 00	
Sacramento County Bonds, eight per cent.....	145,000 00	
Sacramento County Bonds, four per cent.....	84,000 00	
Humboldt County Bonds, nine per cent.....	25,000 00	
Tulare County Bonds, four and one half per cent.....	5,000 00	
Santa Clara County Bonds, four per cent.....	100,000 00	
Santa Clara County Bonds, five per cent.....	24,500 00	
Fresno County Bonds, six per cent.....	51,000 00	
Marin County Bonds, five per cent.....	72,000 00	
Inyo County Bonds, seven per cent.....	34,000 00	
Stanislaus County Bonds, eight per cent.....	1,000 00	
Yolo County Bonds five per cent.....	60,000 00	
Tehama County Bonds, five per cent.....	72,500 00	
Napa County Bonds, five per cent.....	53,000 00	
San Luis Obispo County Bonds, five per cent.....	16,000 00	
San Luis Obispo County Bonds, eight per cent.....	40,000 00	
Mendocino County Bonds, four per cent.....	68,000 00	
Santa Barbara County Bonds, five per cent.....	18,000 00	
Los Angeles County Bonds, four and one half per cent.....	165,000 00	
Lake County Bonds, five per cent.....	47,800 00	
San Diego County Bonds, five per cent.....	100,000 00	
Monterey County Bonds, five per cent.....	110,000 00	
Total securities held in trust for the support of Common Schools.....		1,423,900 00
		\$2,965,400 00

The money in the State Treasury belonging to the State School Fund, subject to apportionment is two million one hundred and ten thousand seven hundred and ninety-five dollars and fifty cents (\$2,110,795 53), as follows:

Balance unapportioned August 2, 1888.....		\$
Received from property tax.....	\$1,724,962 33	
Received from State poll tax.....	164,966 83	
Received from interest on bonds held in trust.....	88,560 56	
Received from interest on State school lands.....	52,979 38	
Received from railroad taxes.....	79,383 12	
		2,110,795 53
Total.....		\$2,111,000 00
Less amount paid on restitution of interest on lands sold, not the property of the State.....		
Total amount subject to apportionment.....		\$2,110,000 00

Respectfully submitted.

JOHN P. DUNN,  
State Controller.

## STATE OFFICIAL DEPARTMENT.

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## OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }

SACRAMENTO, FEBRUARY 12, 1889.

With the foregoing statement of the Controller, I have this day apportioned the money to the several counties as follows:

*Census children between five and seventeen years of age entitled to receive school money, \$270,500; amount per child, \$7.80; amount apportioned, \$2,109,900.*

COUNTIES.	Number of Census Children.	Amount Apportioned.
	21,236	\$165,640 80
	86	670 80
	3,049	23,782 20
	4,186	32,650 80
	2,362	18,423 60
	3,259	25,420 20
	3,353	26,153 40
	508	3,962 40
	2,274	17,737 20
	5,861	45,715 80
	5,595	43,641 00
	597	4,656 60
	1,627	12,690 60
	1,784	13,915 20
	994	7,753 20
	27,250	212,550 00
	2,293	17,885 40
	985	7,683 00
	4,218	32,900 40
	1,571	12,253 80
	1,433	11,177 40
	318	2,480 40
	4,355	33,969 00
	3,562	27,783 60
	4,719	36,808 20
	2,932	22,869 60
	1,044	8,143 20
	8,604	67,111 20
	1,949	15,202 20
no	5,883	45,887 40
	8,073	62,969 40
o	59,713	465,761 40
	6,302	49,155 60
spo	4,149	32,362 20
	2,576	20,092 80
il	4,152	32,385 60
	11,259	87,820 20
	4,359	3,400 20
	3,261	25,435 80
	1,103	8,603 40
	2,453	19,133 40
	4,527	35,310 60
	8,453	65,933 40
	2,400	18,720 00
	1,323	10,319 40
	2,674	20,857 20
	754	5,881 20
	5,796	45,208 80
	1,584	12,355 20
	2,284	17,815 20
	3,221	25,123 80
	2,197	17,136 60
	270,500	\$2,109,900 00

IRA G. HOITT, Supt. of Public Instruction.

## Editorial Department.

A CONFERENCE between the President of the State University and a number of the professors and several High School principals and teachers was held in San Francisco, February 16th, for the purpose of discussing questions having a mutual bearing upon the University and the High Schools. As is well known to our readers there is a serious break in the State system of education. The youth of our State have every advantage afforded them for laying the foundations of an education in the primary and grammar schools. They also have in the State University all that money, substantial buildings, approved apparatus and a faculty of unexceptional excellence can afford, toward completing the scholastic work begun in their early years. Unfortunately however, there is a broad gap between the grammar school and the University for which the State makes no provision. The framers of our present State constitution, yielding to pressure from the sand-lot rather than abiding by their own convictions, refused to recognize the High School as a part of the State system of education. For this unfortunate and ill-advised action the people of the State have had to suffer and their sons and daughters have virtually been refused admittance to the university although its doors have been thrown open and the faculty have stood ready to welcome them.

We note with pleasure in this connection, the efforts that have been made by State Superintendent Hoitt in conjunction with the county superintendents to secure the passage of a bill, whereby county High Schools may be organized and the difficulty in a measure obviated. This, at best is but an expedient, still it appears to be the best thing to do under the circumstances. We hope the bill will become a law and that every county in the State will avail itself of its privileges.

The question before the conference however was not the establishment of county high schools, but the best curriculum for them when in operation. A standing problem before high school men for years has been this: How to provide a course of study which shall be adapted to the needs of the high school and at the same time be preparatory for admission to the University. This question brought the representatives of several prominent institutions together and its discussion will

either result in its solution or in a demonstration of its impracticability. The difficulties to be surmounted are many and some of them are of such imposing proportions that a compromise will be necessary.

It is hoped, however, that when the University men see the limitations and restrictions which are and of necessity must be placed upon the high schools, that they will reduce the barriers to the smallest possible limit.

President Horace Davis of the University, occupied the chair and Miss Fidelia Jewett, of the San Francisco Girls' High School, was elected Secretary. President Davis stated the object of the conference, and he hoped as the discussions would be entirely informal, that all present would feel perfectly free to express their views.

The subject of mathematics was first considered, Professors Stringham and Jones, of the University, Principals Swett, Morton, and McChesney, and teachers Chambers, Bush, Meads, and Miss Martin, taking part in the discussion. There was quite a diversity of opinion expressed, and it was finally decided to defer action to a subsequent meeting.

Professor Cook introduced the subject of English, and stated in brief what the secondary schools should aim to do in this study. He said teachers in preparing students for the University, should aim to develop a power which would enable the pupil to grasp fully the thought as presented on the printed page. This involved a knowledge and quick apprehension of grammatical relations, a clear insight into logical sequences and an appreciation of rhetorical finish. After a somewhat lengthy discussion, the conference decided that the requirements in English for entrance to the University were no greater than they should be.

A committee was appointed by President Davis at the request of the conference, to submit to an adjourned meeting to be held March 16th, a course of study which should prepare for the University, and at the same time be satisfactory as viewed from the high school stand point.

The following were named as the committee: Principal McChesney, of Oakland; Professors Cook, Stringham, and Jones, of Berkeley; Principal Morton and Inspector Kennedy, of San Francisco; Principal Pond, of Sacramento; Superintendent Sullivan, of Alameda; Principal Russell, of San Jose; and Mr. Ritter, of Stockton. President Davis was added to the committee by special vote.

WE notice our Eastern exchanges are considerably exercised as to who shall succeed the present U. S. Commissioner of Education, N. H. K. Dawson. For our part we do not see that there is any pressing necessity of a change. Although we have not the honor of a personal acquaintance with Mr. Dawson, still we believe all will agree with us in the statement that he is an honorable gentleman, and that he has performed the duties of his office to the entire satisfaction of the people. More than this, neither he nor any other person can do.

However, if a change must be made, we desire to name a man who by a varied experience, by an unusual devotion to the educational interests of our country, and by pre-eminent scholastic ability is fitted to perform the duties of the office. We name Dr. William E. Harris, a man whose merits are recognized throughout the entire length and breadth of our land. We believe Dr. Harris is better qualified by experience and by study to dignify the office, and to add to its value as an educational factor than any other person in the United States. This may be strong language, but we affirm it nevertheless.

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We have decided to extend the term one month in which to prepare the exercises for the prizes offered in the February JOURNAL. A second thought convinces us this will be best as it will give more time for necessary communication between interested parties. Let it be understood then that the offers are open until April 15. For conditions see page 241 of the February JOURNAL.

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Ginn and Co. will publish soon "An Introduction to the Poetry of Robert Browning" by Dr. Alexander of Dalhousie College, Halifax, in which will be given Browning's striking peculiarities in both method and style with an attempt to find a fitting explanation of them.

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A FATHER can give his young son no better present than a year's reading of the *Scientific American*. Its contents will lead the young mind in the path of thought, and if he treads there a while, he'll forget frivolities and be of some account, and if he has an inventive or mechanical turn of mind, this paper will afford him more entertainment, as well as useful information, than he can obtain elsewhere.

In a recent lecture William Blaikie, author of "How to Get Strong," contrasted Thomas A. Edison and John Ericsson, both inventors, the one forty-two years of age, the other just double that age. Edison never takes any exercise, and breathes comparatively little fresh air; Ericsson has a gymnasium fitted up in his house, and takes regular exercise every day. Edison is almost totally deaf, is pale of face, and stoops. Ericsson has all his organs in their early perfection, is ruddy of face, and straight as an arrow. Only recently, in a trial of strength, he outstripped two young men in their twenties. Moral—early to bed and early to rise, with a regular course of exercise.

Amateur photography has taken immense strides within the past year, not only in the methods, but in the extent to which the fashion has reached. Some interest has also been excited in the use of the flash light in instantaneous photography by night, although this method has not yet attained any practical utility. The semi-centennial of the photographic art is to be celebrated next summer.

## Our Book Table.

READINGS FROM THE WAVERLY NOVELS  
Edited for school and home use, by Albert F. Blaisdell, A. M. Published by Lee & Shepard, Boston. Price, 75 cents.

In the preparation of this volume Prof. Blaisdell has conferred a substantial benefit upon those who desire an introduction to the writings of Sir Walter Scott. The book contains character sketches, descriptions and bits of narration selected with great care and accompanied with explanatory notes where necessary. Classes in higher English and Rhetoric will find the selections just what is needed as specimens of graphic style.

AN INDUCTIVE LATIN METHOD by William R. Harper, Ph. D. Professor in Yale University, and Isaac B. Burgess, A. M., Late Master in Rogers High School, Newport, R. I. Published by Ivison, Blakeman & Co., New York.

AN INDUCTIVE GREEK METHOD, by William R. Harper, Ph. D., Professor in Yale University, and William E. Waters, Ph. D., Cincinnati, Ohio. Published by Ivison, Blakeman & Co., New York.

These two books have been prepared on the assumption that no satisfactory book on

"methods" has thus far been found. These differ essentially from all that have preceded them, and the authors claim for them that if used as directed, they will not only arouse enthusiasm, but increase results. Instead of being companions to a grammar, they aim to guide directly to the language. We are pleased with the appearance of these books, and believe they will receive a fair share of public favor.

ORTHOEPY MADE EASY: A Royal Road to Correct Pronunciation. By Marcelia Wood Hall. Published by C. W. Bardeen, Syracuse, New York.

This book consists of thirty-eight exercises in narrative style, in which are introduced, as large a number as possible of words difficult to pronounce. Accompanying each exercise is a key to the pronunciation of the most difficult words. The author claims that if these exercises are read thoughtfully, three or four times, the correct pronunciation will be indelibly fixed upon the memory. We have no doubt but that the plan suggested would be beneficial

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*Official Organ of the Department of Public Instruction.*

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No. 2.

## *DISCIPLINE IN SCHOOL AND KINDERGARTEN.*

Roaming afield, hither and yon across the breadth of the Continent during the past five years, I have frequently met from able masters in the pedagogical fraternity, this objection to the kindergarten, viz., its discipline. In view of the agitation on the question, "Is the public school system of the country effective as a means of moral discipline?" which has of late begun to spread abroad from Maine to California, I ask the privilege of expressing a few thoughts on the subject of school discipline in general, and also on the much mooted question of the relation of discipline in the kindergarten to ordinary public school methods.

Let us then, strike deeply at the root of the matter, and inquire what is discipline, *per se*, and what its function in either kindergarten or school. By discipline, I take it, we mean school government, and what, therefore, is its end and aim and what its place as a factor in education? To the thinking observer, from the kindergarten on up to the domain of the High School, there would seem to be kinds and kinds of discipline, all more or less effectively proportioned to the end in view. Just here, it seems to me, lies the very kernel of the whole matter we are trying to discuss. To what end then, should all discipline tend, be it in the kindergarten, primary or grammar grades, High School or College? Does discipline, as we regard it, mean the mere doing (or frequently only lamentably doing at) the stereotyped tasks set for a day's work, in the quietest way possible, or does it signify something far deeper and holier? Does it not mean the ordering of

school life, of all its business and affairs, so that the child, be he great or small, may by so much the more as every week passes, be able to live his life in the world the better man among men? A certain normal educator of our times, truly sage in all he has to say concerning pedagogical problems, subtly distinguishes between what he calls organic discipline and martinette discipline, between the normal right-doing of the whole creature, prompted by its own actuating spirit; and on the other hand, the performing of certain appointed gyrations in a mechanical way at the scheduled time.

Back of all outcome of either organic or martinette discipline, was the spirit of the educator. If to any teacher, the work of the school room begins and ends with the idea of cramming into her pupils' heads within a given time, a certain amount of information concerning spelling, arithmetic, grammar, rules and regulations, I care not what that they may pass a cut and dried book, by examination, the government in that school is bound to be martinette discipline, more or less effectively obtained by good marks and bad marks, along with a system of arbitrary rewards and punishments.

But let us take it, that education, *real work*, whether it be in the home, the kindergarten or the school, means more than this bases of acquisition of knowledge for its own sake; let us take it, that education signifies *development*, development of force and power for action in whatsoever field, and in all fields. Suppose a schoolmaster thoroughly imbued with this spirit, one who seeks to accomplish for each child's rounded-out development of character as the *summum bonum* to be obtained, who uses knowledge and information of whatsoever description, merely as the bricks and mortar of the educational temple, that all true priests of pedagogy call good and fair. School discipline under such a master, *cannot* be of the senseless, martinette type. To this true educator, the question of school discipline, the whole subject of moral training takes on a far different hue. To him, the question resolves itself into one of character building.

The true teacher must of necessity be one well instructed in knowledge and experience of child life, for such is clearly essential to *real work* or discipline. So instructed then, he knows that there are certain inherent principles, faculties and tendencies that are incorporated in the organic growing power which he, the outside mind and will, must act on and co-operate with, not coerce, in order to secure the greatest maximum good results. He recognizes the child's innate desire to *learn, to do, to be*, and then proceeds to stimulate and regulate the *capacity to do its proper work*, neither warping nor grinding, nor to

ing its nature to suit any arbitrarily manufactured cobwebbed dogma.

The principles of the New Education (so-called) aim at that from the cradle to the College and University. Just these principles did Froebel vigorously uphold, no more nor less; only to his genius is due the origin of the means and methods applicable to the education of little folks from three to seven years of age. So the statement of theory is identical, true school discipline, with true kindergarten discipline. It is an axiom among really wise pedagogues, that a happy child is a good child, and a happy child is one who is normally employed, that is, one who is actively and absorbingly busy with work that is suited to the wants and capacities of child nature everywhere and under all circumstances. In other words, it is a well recognized principle that the wise educator who seeks to work WITH and not *against* the forces that are "knit with us into the growth of the world," seizes hold of the spontaneous activity of the child, the mainspring of all the workings of child nature, and ever employs and regulates, but never deadens its God-given energy. His striving is to continue and not to supersede the Creator's work.

So Froebel begins with the baby in its cradle who instinctively begins to play. "Play," says Joseph Payne to the scoffing school teacher who has learned all his own a, b, abs, after the most approved and punctilious fashion of a Russian gendarme, namely, at the bayonet's point, and who therefore scorns to admit the vast educational value of play, "was play appointed by the Supreme Being merely to fill up time, to end in itself? No! Through play the child learns the use of its limbs and of all the organs, and thereby gains health and strength; through play he is to learn the external world, qualities of objects, &c., and their relation to himself; is to learn to be a moral being in society through association with companions, and combined action; learns to contrive means for his ends, discovers, invents, brings, by effort of the imagination the remote near; learns to translate the language of facts into words, &c. Play, the means by which the entire being of the child develops and grows into power, does not end in itself."

The child, then, is all eager to do, to be, to make, as well as to know, for what is doing but another expression of knowing. So the atmosphere of the whole life from the cradle to the University, should be work, and essentially happy work, happy, because normal to the nature of the being. Therein lies the chief key to the solution of the problem of all school government. There is no truer thing in the realm of life than the oft repeated tale of Satan and the idle hands. In the kindergarten we are *par excellence*, busy and happy and gene-

good. But just here, I admit, we of the kindergarten fraternity are in danger of falling. The children are busy and happy and good to begin with. It is easy enough to set the work in motion, with the attractive material at our command, but O! so carefully and finely and judiciously must it be regulated and directed to accomplish true results. Sometimes the kindergartener lamentably overlooks the fact that the teacher must be the Law of Nature which says so far and no farther, while allowing under it infinite variety and free play of faculty. Fortunately she fails to distinguish between license and liberty, whereupon follows anarchy and not freedom. In no sense does the kindergarten properly admit of the former, while the latter, rationally and wisely and firmly administered, is the goal toward which we strive; a just liberty for the individual such as is consistent with the welfare of the mass. Because there is this atmosphere of freedom and general brightness and happiness and goodness in the kindergarten, kindergartners are apt to skim the surface and think it is all lovely sunshine forever, that just goes on of itself, smiling and smiling, with never the suggestion of a cloud across the face of the general brightness that sometimes needs to be dissipated by prompt and decisive firmness. On this very vital point I take a most decided stand, that here we commit one of our gravest blunders. That the very reason that there is so much liberty to the individuals, there ought to be more minute and exact attention to the law that rules for the good of the whole. Without this holding power of law, the fundamental "organic unity" of which we as kindergartners make much mention, is conspicuously absent, and anarchy and misrule hold riotous sway. I am sure, the name kindergarten has become synonymous with the word "gush," and with good reason, too. Some of us are apt to wax sentimental and talk largely of the "dear little children" this, and the "dear little children" that, while in actual every day practical experience in the kindergarten, the "dear little children" are allowed to carry on like wild hyenas in the jungle of Asia, just because the sentimental kindergartener has the idea that they are such "dear little children" that they must not be crossed in any way. Wicked, downright wicked, all this seems to me, supremely so. A little child is all feeling and activity, eager to know and to do, but the reason and judgment to be developed in later years, lie at the beck and call of the habits formed in these earliest years. The children in the kindergarten are so little and so cunning, generally, that we are in danger of overlooking many a lapse from grace in a dainty three-year old maiden, for instance, which may in after years lead the grown woman through sad ways and along thorny paths. Among

many people in and out of kindergarten circles, it seems to be an accepted article of practice, at least—though I presume their theory may be sufficiently orthodox to float such an idea—that little folks are too young to know how to behave, and so the children are allowed to go on wherever fancy may lead, unmolested. In my own years of experience, however, I know that I am only too glad to get hold of a table full of three-year olds, whom I keep right on in the kindergarten for three or four years, because they are so ideally manageable and docile, with so few bad habits to unlearn, as it were.

Primarily, then, it would seem as though the kindergarten must essentially be, as the very foundalism stone, what a certain bright small boy pithily describes as "a school for behaving." Such a kindergarten can be and more, *must* be, else the school system of the community will none of it. In contradistinction to accepted public school methods, it has generally been supposed that the kindergarten ought to make babies of the children, and allow them to do as each chooses, as has already been intimated. But in all candor, such a kindergarten ought to be swept off the face of the earth; it does such incalculable harm! I do not wonder that the teachers in the primary and grammar grades abhor the idea of having children so instructed, come to them. In this connection, I heard one wise kindergarten trainer say to her normal class, expressively if not altogether elegantly: "There is too much little angle business in the kindergarten!" Undoubtedly that is true in many instances, and then the public school teachers are justified in holding up their hands in holy horror at "kindergarten children," forsooth.

One more point where we kindergarteners have failed, as the public school teachers have shown us: After a child leaves the kindergarten, in the primary grades, he must work by himself and of himself, on his own responsibility. Therefore, in the kindergarten, he must be so framed. Set a child to work, with all his native energy, ready to take hold in sober eagerness, and let him work out his own salvation. Encourage him to help himself as far as possible, at any and all times, with only the most judicious aid on your part. Up to a certain point, to be sure, a child needs a considerable amount of wise help, lest he grow discouraged, and his spirit and energy flag. Beyond that, any help is a serious weakening to his moral nature. So he must be trained to work alone and of himself in every department, even to struggling manfully with a pair of stubborn, unyielding rubber overshoes!

So much the schools have taught us, now for the opposite side of the question: To the little child, the true kindergarten is his life, is

satisfying to the utmost, for the faculties that are predominant in the early years are fed with the food each craves for its own development in the constitution of things. But when he reaches about seven years of age, there comes a time when he needs other work and knowledge, needs an opportunity to apply what he has been learning in the kindergarten, through systematic work and play with things, and to exercise the power and faculty that the proper kindergarten training should have awakened in him. Then he goes into the regular school work and what happens? More times than not—I speak, generally, of the average grade work done in the ordinary primary rooms of the public school system of the country—and more times than not, he is given his fitting mental, moral and spiritual pabulum (up to this time, he has been dealt with as a harmonious whole of nature), the time honored words and words and words that mean nothing to him, and are nothing to him. Number work degenerates into mere empty cabalistic figure work, reading into idealess rote work, till the child's natural energy and power are starved to death.

Then what is the result? The God-given faculty not properly employed, becomes deadened and misdirected, and we have the much-be-regretted bad school boy. Following, now come rules and regulations, regulations and rules, marks and marks of every hue—blue, red, and black—till the child becomes at best, a dull mechanical drudge, who righteously detests school and promptly disobeys or evades every rule where he may hope to escape detection. And the teacher's soul is worn within her! Coercion and fear, with all their attendant horrors, are now the order of the day, and the too frequent result in many cases is such a compound of disgraces and vices, as the moral sentiment of the community is now expressing itself rather forcibly over. Whatever may be said against the results of bad discipline in the kindergarten, bad discipline in the schools is no less a woeful reality, unfortunately.

In the judgment of any question whatsoever, one's own personal equation is sure to figure in some more or less valuable capacity. In my judgment of this grave problem, I herewith express my own personal equation in the following known quantities, and frankly declare my position as the occasionally uncomfortable one graphically described as that "between two fires." Since I figure in my official capacity as Director of a huge kindergarten in a large public school—we enroll 120 children from three to seven years, with an average daily attendance of 100—and also as one of the regular grade teachers in the same school. So at least, I can speak feelingly from either side of the fence:

In a recent meeting of teachers called together for the purpose of discussing this very subject of moral training and discipline in the public school system of the country, I could not help feeling very forcibly that after all was said and done, with whatsoever good intent, the various preventive or curative measures suggested, only skimmed the surface, only consisted in "locking the door after the horse is stolen." It is truly incredible that we of this enlightened era have been so blind as not to discover and remove the stumbling block ages since. Do you not see that under the present regime, only PART of the child goes to school to be instructed in the acquirement of knowledge and information, the knowing part, while by far the greater and more real part of his nature, the creating, the doing, the loving and the living child roams at will, hither and yon, without even the barest attempt at any systematic training. I hold it true that there can be no deep-reaching, really good school government, *i. e.*, organic discipline, till man is taken account of as a creature, as a knowing being. Destroy the real harmony and co-equal power and action of mind, hand and heart, and the equilibrium of the creature's nature is bound to be impaired. The perfect balance of the Universe is a thing that cannot be conceived under such conditions. As Miss Marwedel says in her "Conscious Motherhood:" "We complain of a lack of morality, forgetting that the growth or destruction of morals depends on the same organic law as that of any other growth, *i. e.*, 'favorable conditions.' Labor in common, the most valuable and indispensable fertilizer, is replaced by morals from books—stones for bread! Death for life!" Just here, I cannot refrain from quoting Dr. Gustav Mittmer, as found in Miss Marwedel's book: "How does one after all build character, and can it be built by theory, by words, in the schools of to-day? Under a rational bringing up, character unfolds in spite of itself, while constantly habituated to the good and the true, within the boundaries of a strictly legitimate sphere of activity, adapted to the individual advancement."

The reports of kindergarten work and of Manual Training Schools everywhere, sound one long affirmative to the truth of that statement. From my experience I can deduce more than one notable example to prove the wonderful transforming power of a "rational bringing up—within the boundaries of a strictly legitimate sphere of activity." In the kindergarten, such cases are legion, while just now I can call to mind many a specimen of the regulation type of the genus bad school boy, say about four years old—pedagogues of all times have known and lamented his frequency and talented perverseness,—who was taken from the much-to-be-amended public school, doing a thriving business

in the marking, prize, and everlasting examination system line, with all the attendant host of orthodox rules and regulations, and sent Col. Parker's Normal School, located in one of Chicago's suburbs, and with what result? In less time than it takes to tell it, almost, in a school that does not boast one single artificial rule or regulation "from turret to foundation stone," not an isolated mark or a hint of a system of examinations, that deluded boy, led by nothing more objectionable than his intense interest in the vital doings and ways and means that pertain to the system that Col. Parker so ably stands for, and held by nothing more relentless than "the boundaries of a strictly legitimate sphere of activity," that deluded bad boy was graceless enough to get himself transformed into an earnest, industrious, happy, good boy, who can none the less tackle decimals and percentage (he always abhorred arithmetic before), with understanding and keen intellectual delight.

Here kindergarten principles have been of help to the schools. Why, just stop and think. We learn to do by doing; we learn to live by living!

I have heard Col. Parker say that the most far-reaching triumph of Froebel's work, over and above its specific results in the training of little children, was the motive it has inspired in all educational work, the application of scientific pedagogy based on an exhaustive study of psychology and the laws that govern the growth and constitution of the human mind. So the New Education—which is in reality the oldest of the old, for it is Nature's own—comes to the schools with a revivifying breath, and is gradually sweeping away the old stifling cobweb drapings of artificial man-made manufacture.

Between the true kindergarten and the true school there is no antagonism nor conflict; between the wrong or bad kindergarten and the bad school there is a gulf of despair and disagreement wide as the swing of the Universe, that will never be bridged over, till they both become each what it ought to be in its own realm; till the kindergarten on the one hand evolves out of its crudeness and gush and sentimentality, and becomes educational in its practical discipline, as well as its theoretical principles, and the public school on the other hand, gives up its senseless mechanical rote work in many departments and also becomes truly educational, instead of woefully stunting and wasteful of God-given energy and power. Each has much to learn of the other, the kindergarten, of the real good in the public school system of discipline, and the schools, of the life-giving power of thorough Froebelian principles. Do not let us squander precious time in useless recrimination, but let us learn, thus each of the other, and the happy

ne will dawn at last, and that which the Rhode Island man, who wrote a conspicuous article in a recent number of a New York weekly journal, advocating the adoption by the public school of a text book on morals and manners, as a *bona fide* solution of this grave moral problem of school discipline expects, will be as completely "snowed under" in this small New England State as though he were in the middle of a winter blizzard! Heralds of the joyous time when Truth shall reign triumphant in kindergarten and school are surely appearing ever and anon, as the eminent educational movements in Boston, New York, Philadelphia, Chicago, Milwaukee, &c., abundantly bear fruitful witness.

The adoption of manual training, kindergarten, science and art into the public school system, from the lowest to the highest, is the order of the day in every section of the country.

In a teachable spirit of humble truth seeking, let us take counsel from the other, faithfully endeavoring to discover and amend each our own short comings, never forgetting the cardinal principles of all government, whether it be in the home or in the school, viz., that in the being's powers by making them act, and the highest duty is to teach the child to govern himself mentally, morally and physically.

VISITOR.

### NATURAL METHODS.

Cramming, the grind, the treadmill work,—the dull routine of mechanical methods—is one reason for the poor health and short life of so many teachers (*so called*); but true, natural, philosophical methods, if conducted in the right spirit, change this state of affairs in a short time. The real teacher will get rid of most of the care and anxiety by pursuing those natural methods of teaching which are the outcome of the inquiring mind of the child. There are no bounds to the curiosity of the American boy or girl; every lesson should appeal to the child's curiosity. Explaining is cramming and destroys the very soul of the subject. Excite the curiosity of the pupil and do not satisfy it right away.

The incident mentioned by Page, in his "Theory and Practice," about an ear of a corn, used to awaken thought, is a good illustration of *real teaching*, and this method largely carried out in teaching every branch, makes school a place where a child's mind and soul are feasted daily—not the on husks of thought, but on the living bread of truth and beauty. Glad activity is thus secured, and a love of investigation which will follow him through life. It is rare that a

pupil after leaving school, continues to study unless he is fitting himself for a profession, and, as a general rule, ninety per cent. of the knowledge gained in school is soon forgotten. This is due to the false cramming methods which have prevailed, and yet multitudes of teachers do little but cram facts into the minds of little children, and think they are *not* doing so. It is only too easy to deceive ourselves. Prof. Agassiz declared (and probably a wiser word on education was never spoken), that the work of the teacher is not to reveal facts to the pupil, but to *conceal* them from him, but to do it in such a way as to excite the child's curiosity to such a degree that he will not be satisfied until he has investigated the mystery for himself.

Teaching by doing is all the rage at present, but mere, thoughtless Chinese imitation doing is not education at all. Let hand, eye, ear, and voice work together with clear thinking, and education is the outcome. All knowledge is gained through the senses. Text books as a rule are a hindrance, rather than a help, to clear, original, independent thought. Imagine a Socrates teaching from a book! Text books furnish but second-hand ideas to the student, which, like second hand clothing, are neither interesting, ornamental or good to wear. Yet though they seem an evil, text books are a necessity; rightly used they are not an evil; if, as the word indicates, they are used to furnish texts or subjects of thought, as a minister takes a text for his discourse, then they prove a help, instead of a hindrance, by furnishing subjects arranged in logical and systematic order. (This is true of course of only good text-books.)

There is one fault to be found with the Arithmeric of the State series because it has answers to problems in the book; they should have been printed separately, for the use of teachers. The way to prevent pupils from "working for the answer" (by first noticing it before he works the example), would seem to be, that the teacher must not allow the pupils to have the book to refer to while at work on a problem, but instead write it upon the board and let the pupils work independent of the answer. A great fault in school work, generally, seems to be in self-concession shown to pupils. The true state of the pupils' mind is by this means hidden from both teacher and pupil.

Let the teacher be brave and determine to "know the worst," or otherwise the educational tree may show many flowers, but bear little fruit. That is the best teacher, who first finds out what the pupil actually knows and then leads him to investigate in unknown fields of thought, but in fields contiguous to the ground already explored. *As the traveler in crossing the unseen boundary between two States, know*

not the moment of transition, so the passage from the known to the unknown should not be noticed by the pupil until afterwards, when he is led to discover his old knowledge in a new dress, which causes him great delight.

Reviews as usually conducted are soul-killing and intellect-destroying, or, as the pupil would say, "dry." Instead of formal rules, let the pupil learn the fact but once, and then apply the knowledge learned in the discovery of new ideas closely related to it; using it as often as necessary in as many different and striking relations as possible. Incidental reviews are not only vastly more interesting than formal ones, but the ideas are much more firmly fixed in the mind, according to the laws of association. Then again much time is saved, for the pupil is constantly increasing at the same time. Is not variety the spice of life? Then do not keep thrashing the chaff after the wheat is all out of it. I have known a class to be reviewed and reviewed upon a part of arithmetical until it did not understand the subject so well as it did a year before. It is enough to make angels weep, to see the souls of children deadened, stunted and killed by machine methods.

There is plenty of good literature on educational subjects which contain the information that will enable the teacher who is at present leading a most forlorn and wretched existence, to so change his methods that hopeless drudgery shall be transformed into a fine art and teaching will be both a fascinating and inspiring work. At present not over twenty-five per cent. of the teachers in this country take even a school journal.

L. COPELAND.

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### SHOULD YOUNG GIRLS READ DAILY NEWSPAPERS?

It is presumed and expected by the American people that the carefully-prepared utterances of members of the National Educational Association, at a general convention, ought to be the expression of the highest thought upon the topics assigned. A member of the N. E. A. read a paper before a general assembly in San Francisco last July, in which he favored taking the daily newspapers to our homes, and especially recommended it on account of its educational influence on *young girls*.

Since more than half a year has gone by and no dissenting voice has broken the silence in righteous indignation and remonstrance at what the writer believes to be most pernicious counsel, he deems it not inappropriate to put in a protest and institute a sort of court martial investigation into the conduct of this derelict officer of the Grand Army of Public Education.

We believe the speaker, above referred to, claimed that somehow or other the familiarity with crime obtained from the daily newspapers, would act as a protecting shield in the battle of life. Continuing *this* reasoning, we suppose that if the daily newspapers will shield tender girls, nothing less than the *Police Gazette* will form a sufficient rampart of strength for the boys. Considering the fact that in our State the Mariposa or Shasta stage is robbed once in a while, very likely the gentleman would advise us, as a matter of precaution, to fill our school libraries with such books as those narrating the exploits of the monster Murietta, or the brutal deeds of the bandit Vasquez.

Feed the intellectual nature of young women, they in whose gentle bosoms naturally flourish the swelling soul-bloom, the sanctity and the very permanence of life itself; furnish to them as mental pabulum, as guides and helps in life, the putrescencies of the press! The noise-some flood of Dennis Kearney logic is limpid in conception and sparkling with refinement, compared with the turbid ignorance and moral debasement this sentiment outpours!

We shall now endeavor, in a weak way, to point out some of the vandal methods of daily journalism whose trend, to us, seems unmistakably to portend the destruction of those beautiful ideals of virtue, simplicity and honesty, without which patriotism expires and republican principles perish.

If there is any possible proof of the natural depravity of man, it is certainly shown in the wide-spread craze for *news*; news, no matter of what kind—be it the thousandth-time repeated story of suicide, murder, or drunkenness, ending in debauchery and death. The modern journalist catering to this depraved appetite of the masses for news, sends men scouring through the slums of cities and searching throughout the country hunting up the vilest and filthiest exhibitions of human depravity. Every day deeds of homely heroism or devotion sometimes occupy obscure corners, or serve to fill out columns whose flaming headlines announce in vivid English the perpetration of some hideous atrocity.

A story of some slight short-coming, better forever hushed, gets started about a man. Instantly a swarm of meddlesome reporters thrust their noses into the affair. They scruple at nothing and stop at no consideration of property or justice in their paid efforts to make news of it. They invade the holy precincts of a happy home, question incautious servants, quiz helpless and unsuspecting children, obtrude *their* impertinent presences upon the sanctity of a weeping wife or mother and endeavor to elicit responses to their questions. After they

have collected a mass of disjointed statements, what they lack in facts, supplying with their imaginations, they hasten to the nearest telegraph office and send quivering over the wires their wild, sensational lies. These are not exceptional or isolated instances. Such flagrant villifications are becoming only too often. Petty editors of the rural districts, with scarcely a thimbleful of brains, are aping the city papers in the character of their "news." The only excuse given by the newspapers is, "that they are serving the best interests of morality in exposing crime." This little bill may operate as a potent sedative to sooth a diseased and corrupted conscience; but for the pure-minded person whose home he has outraged, whose honorable name he has held up to public odium, what remedy has this wronged and injured man? A libel suit? Perhaps the person lacks the means to fight a large and influential newspaper. Besides, can any sum of money indemnify an honest man for a ruined reputation or a fireside made desolate?

If the expose of crime, written in high-flown, fascinating form, be serving the best interests of morality, then indeed have we stumbled, in the blind chaos of chance, upon pestitential times. And the newspapers furnish a sort of moral inoculation of murderous virus, yet withal of very doubtful efficacy as a preventive or to secure the chaste child immunity from the contagion of crime. For intimacy succeeds familiarity with crime, and intimacy with crime means corruption to the sensitive nature of the child. Physical corruption, such as exists among savage nations, is as nothing compared with the corruption of the mind.

In all the dark category of crime there is no sin so monstrous as that which causes disease of the intellect. For all bodily ailments there is some healing or palliative balm; but the innocent viction of the mental leper's touch presents the most piteous and hopeless spectacle on earth. For him, the senses instead of serving as vestibules to the delights and beauties of nature, serve only as so many avenues to perdition. Edgar A. Poe describes the eyes of such an one as "the red-litten windows of the soul." Our forefathers resisted the British Parliament's enactment "Writs of Assistance," empowering petty officials to enter a man's house and search its effects, declaring that their homes were too hallowed to be thus desecrated; and they gave their heart's blood in emphasizing this declaration. Yet their descendants meekly permit the representatives of sensational newspapers to invade their houses, ransack closets and peer into every private apartment, only to satisfy the abominable ambition of an editor for public notoriety, whereby the circulation of his paper is extended.

The unlicensed liberties of a Republic such as ours, present dangers and menaces to civilization, in some respects greater than in Imperial Governments, like that of Germany. There, the highest intelligence directs or restrains the publication of news deemed beneficial or detestable, as the case may be, in a manner we would regard as very undemocratic.

Though our Government aims to give every man a voice and lend a patient ear to every tale of oppression, still, in the view here taken, it does not contemplate that ignorant, brawling demagogues may give utterances to sentiments subversive of all good government, or that unprincipled journalists may conduct a paying paper which catches its popularity from heartless blackmail or recountals of moral rottenness. We do not advocate a censorship of the press on the arbitrary plan of the Russian Tsar, but we believe that the time is at hand when a better class of the American public should cry out against the further spread of this vitiating pestilence as disseminated in the newspapers.

Merced City, Cal.

A. L. COTHMAN

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### HOW SHALL WE AVOID AND CORRECT BAD HABITS OF READING?

I have borne the reputation for some years of being rather hard-hearted, owing to the fact that I had never read a book pathetic enough to draw tears to the surface. Such a book I have found at last, however, none other than Francis W. Parker's "Talks on Teaching." How anyone can be just the same teacher after as before reading this book, I cannot conceive. The picture there drawn of what our schools *might* be if the God-given energy and activity of our children were directed into natural channels by natural methods, in contrast to what *is*, is more pathetic than anything I have yet found in fiction. I mention this because much that I have to say in this paper found its expression greatly aided by the reading of this book.

Among other things, Col. Parker says that reading, writing and spelling ought to be, and *can* be, cleared well out of the way by a child in the fourth year in school, instead of being dragged on through the entire eight. By that he means that these three things can be taught thoroughly in that time that they can be used as means to higher ends almost as readily as talking.

Of course in thinking of what we can do to avoid and correct bad habits of reading, come naturally to the question at the foundation of what is reading? For years our answer has practically been, "say

words." A newer and better definition we are all doubtless familiar with, but for my own part I cannot hear it too often in the hope that in time, or eternity, I will so realize it that I shall be able to teach my children in such a way that they will have no bad habits to correct.

Reading, like talking, is an expression of Thought. What is the matter then when our children read, "The—bee—is—on—the—rose," if it is not that they are saying words instead of expressing thought? "The" has been taught as a word, "bee" as another word, instead of "the bee," as the expression of an interesting thought. "A" has been taught as a word, "rose" as another, instead of a "a rose," as a beautiful idea.

We no longer teach the alphabet in our schools (for so much let us be thankful), it is true, but we did once. It was about as reasonable as it would be to teach a baby, who, on seeing the moon some lovely night, eagerly asks, "What is it?" to say first m—then oo—then n, instead of saying at once, as we naturally do, "the moon."

Our children learn to talk in a perfectly easy and natural manner. As they need words they ask for and are supplied with them—with all words necessary to express their thought. Nor do we in helping a little child to talk, teach him at any time the words, a, an, or the, even if he does need these words to talk with to say "the moon," "a cat," "an apple," giving at once the article and the noun its limits. Now, why can we not do the same in teaching reading? Nature, the greatest of teachers, tells us it is the right way.

If talking is expressing thought by means of spoken words, and reading is expressing thought by means of written or printed words, the two processes must be very much alike and the method of learning both ought to be correspondingly similar. In learning to talk the rapidity and ease with which a new word is mastered, is in proportion to the interest excited by the corresponding object.

Any of us who have taught reading know that this is also so in learning to read, and if the child is to learn the many new words that we have to teach him with any rapidity or thoroughness, he must be interested in what he is doing, and there is but one way to rouse and hold this interest, and that is—to keep the thought clear. Words never interest children very long when unconnected with thought.

Right here we meet a difficulty. What shall we do when in order to be sure that the child knows a word thoroughly as expressing an idea, we have to go over and over again the same ground? How shall we keep the little ones interested in "brown leaf," even with the leaf in their hands, until we are sure that they know the words as perfectly as

they ought to know them for use? This problem presented itself to me the very first time a first grade reading class fell into my hands.

I think objects should be used in teaching reading much as they are used in teaching talking, and for the same reason.

Now, we of the kindergarten, know full well that variety is a *law* of child life, so, after all, it is not very surprising that we cannot hold a six year old's interest in one, two, or even three objects day after day. The children do not care after the first few lessons if the leaf is brown. Perhaps if sometimes the leaf was green, red or yellow and then brown again, they might care a little more, and by the way, colored chalk would be made to do for color words as long as necessary.

Col. Parker advocates the use of quite a variety of objects in the first lessons and suggests, in the book to which I have referred, many ways of using them. As rapidly as possible increase the number of objects and words, in order to have enough variety to make the lessons interesting. After the children have learned by means of the objects a number of such words as doll, fan, leaf, book, bell, cat, rat, acorn, hat, cap, etc.; they cannot know to a dead certainty before they go to class what words are to be put before them, and will be eager and interested accordingly. By using, say twenty words in some such way, I think that this number would be acquired as easily in a given number of weeks as three or four words, over which both teacher and pupils would so hard in order that they may be learned perfectly.

If our first grade children were always taught their first lessons in this way they should be, of course they would have no bad habits to correct when they reach the higher grades, but from my own experience, I would emphasize again the avoiding of one habit in particular—that the pronounced and mechanical use of the articles *a*, *an*, and *the*, with the nouns they limit. To teach them to say *ā* instead of *ā*, and *thē* instead of *thē*, does not help the matter, as it is still words in place of thoughts. The habit can only be avoided by teaching article and noun together as the expression of an idea, and surely it is just as easy at the beginning to learn "a cat" as "cat," as both are but pictures of something in the mind.

But what shall we do when the avoiding of bad habits is in other hands and their correction falls to ours? Why do we hear our second grade children reading in the most mechanical way, "I—can—hear—a—bee"? Surely the thought is in their minds! They know what a bee is! They have all heard bees buzzing? Why then, if all that is *heard about the relation of words and ideas* be true, do they not *express the thought as they should*? I think the reason I have mentioned

a lack of interest in the first lessons holds good here also. Those children have probably heard that bee for so many lessons (lessons that seem absolutely necessary to the correct learning of the words) that they do not care a straw about it. Lack of the variety which child-nature demands as the price of its interest has much to do with this. The words that are in a second grade pupil's possession need to be seen and used over and over again before they are perfectly at his command. Why may they not be seen in a variety of combinations great enough to hold his interest? No one reader can possibly give this variety—hence the growing use of supplementary readers. I do not see for my own part why if these are rightly used and understood, the reading of the regular school reader may not be accomplished as *one* of many pleasant incidents of a year's work instead of being the main work—and be better, far better—read at the end of the year.

For still older children the same truth holds good. The expression will not be a correct one if the thought is not clear—the thought will not be clear unless the child is happy and interested—or he will not be happy and interested if the thought is not clear; it works both ways. But the same old difficulty presents itself. How shall we hold the interest long enough and in a way to bring correct expression? By never forgetting that the thought is the main thing! By watching and guiding that! By not teaching expression instead of thought! By making expression a means, not an end!

Here again our readers are at fault. Strong, growing boys, and imaginative girls, cannot be held month in and month out by such tales as are commonly found in our readers—by the story of the old hen who hatched ducks instead of chickens and ruffled her feathers in consequence, or by the picture of a ship at sea that comes from nowhere and is going to the same place and to which nothing happens. They *think*—these boys and girls of ours—they see and observe; moreover they hear many things outside of school to picture and stimulate their thought. Why not use this accumulated material—help them to make new groupings of the thousands of interesting concepts already in the mind? Teach them to really read by means of combinations of words that express ideas up to their mental level. They have in their possession a certain number of words with which to express thought in reading; let them see these words over and over again, as often as need be, in varieties of combinations sufficient to make them perfectly familiar, perfectly at their command for future use, and let them see new words for new ideas and add constantly to their vocabulary in this most natural and therefore most interesting way—and so make the daily reading lessons a pleasure to both teacher and pupil.

## State Official Department

IRA G. HOITT, State Superintendent Public Instruction,

### SCHOOL LEGISLATION OF 1889.

Probably no Legislature in the history of California has done more progressive work for the cause of popular education than the session of 1889, and we cordially give place in the official department of the JOURNAL to some account of what has been accomplished. Superintendents and teachers are familiar with the efforts of the Biennial Convention to improve the School Law. In a three days session in careful consideration of the Law, the Convention appointed Superintendents P. M. Fisher, J. L. Wilson, L. W. V. (Secretary of the Convention), and L. J. Chipman to formulate recommendations in a Bill and together with State Superintendent present the same to the Legislature and urge its passage. The result of their long and faithful efforts were embodied in the bill since passed as Assembly Bill No. 54, which contains so many improvements that will be beneficial to superintendents, teachers, school officers and schools generally, that we give the text in full below. Hon. Mr. Crawford of Lake County, Chairman of the Committee on Education, was requested to introduce the Bill in the Assembly and at the same time name to it. Mr. Crawford is a young man without previous experience as a legislator, though bright and quick of comprehension. He promptly showed himself equal to the situation by securing the action of his committee in amending the Bill in a few important particulars and returning it with a favorable report to the Assembly. At every stage Mr. Crawford managed the bill skillfully until its final passage in the Assembly by a unanimous vote. The Bill was immediately transmitted to the Senate and went into the hands of the Chairman of the Committee on Education where it remained for eight days, until a turn was asked for by a member of the Senate, when it was taken up and through the efforts of Senator Preston, who took a special interest in it, assisted by Senators Moffitt, Heacock, Conklin and others, it finally passed as it came from the Assembly with but two dissenting votes, one of which was from the Chairman of the Committee on Education who protested against its passage without amendment. A careful perusal of the Bill and comparison with the former Law will reveal many improvements.

#### COUNTY HIGH SCHOOLS.

The Bill authorizing counties, by vote, to establish County High Schools and maintain them at county expense is a most important measure, as it will supply the *missing link* which should have connected our Grammar Schools with the University long ago.

was introduced into the Assembly and urged through by Assemblyman Adams, of Yolo, who took great interest in its passage. The same bill was introduced in the Senate by Senator McGowan, of Humboldt, who made special effort to get it through, and on final passage secured a unanimous vote for it, substituting the Assembly Bill on the file in place of his own bill. It may properly be called the Adams-McGowan County High School Bill. We give place to a copy of the bill in our pages. It is of interest to every County in the State.

#### THE FREE USE OF TEXT BOOKS.

The credit of the bill authorizing the people of school districts and cities and towns to furnish, by vote, the *free use of text books* to the children of their respective districts, belongs to Mr. Crawford in the Assembly, and to Senator Campbell, of Vallejo, in the Senate. In this case, as in the case of the County High School Bill, the Assembly Bill passed first, and Senator Campbell promptly substituted Mr. Crawford's bill for his own, and got it placed on the special file. It received the unanimous vote of the Senate on final passage. This bill, like the County High School Bill, leaves the matter to a vote of the people. It will do much in districts where adopted to increase the average attendance, save the time of both teachers and pupils, do away with caste among the pupils, decrease the cost of books, and teach the children a lesson every day to respect the authority of the State, and care for its property.

We give the text of the bill in full.

#### ELEMENTARY BOOK ON CIVIL GOVERNMENT FOR THE STATE SERIES.

This was the only bill on education which passed the Senate before passing the Assembly. It was Preston's bill in the Senate, and Reynolds's bill in the Assembly, and to them, with the assistance of Mr. Crawford in the Assembly in getting it up out of order once, is due the credit of its management and final passage. The bill authorized the State Board of Education to compile or cause to be compiled an Elementary Work on the Civil Government of the United States, and the State of California, for the State Series.

#### THE SAN FRANCISCO STATE NORMAL SCHOOL.

The bill for the establishment of the San Francisco State Normal School was introduced in the Assembly by H. M. Black, of San Francisco, and in the Senate by J. N. E. Wilson, of San Francisco. It was managed with great skill in both houses, passing the Senate under a suspension of the rules, as a case of urgency, with but two dissent votes. The bill appropriates \$75,000 with which to erect and furnish the building. A copy of the bill appears below.

#### APPROPRIATIONS FOR THE SCHOOLS.

The tax levy bill gives the schools \$1,893,500 (or \$93,500 more than the appropriation for the present year), for each of the forty-first and forty-second fiscal years, and \$75,000 for the *Grammar School Course Schools* for each year. This is the first time in many years when the

Legislature gave the schools what the law allows. Thanks to Assemblyman Shanahan, chairman of the Ways and Means Committee.

The friends of popular education should feel gratified that whatever the present Legislature may have done for which it is blamed, it cannot be censured for a lack of care for the educational interests of the State.

In this connection we desire to inform the superintendents and teachers of the State that *we* and *they* are under obligations to Mr. Isador Danielwitz, Deputy State Treasurer, for his active and efficient assistance in urging the passage of Assembly Bill 54. He gave us valuable aid at every point where he could be of service.

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AMENDMENTS TO THE SCHOOL LAWS OF CALIFORNIA,  
(APPROVED MARCH 15th, 1889.)

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*The People of the State of California, represented in Senate and  
Assembly, do enact as follows:*

SECTION 1. Section fifteen hundred and seventeen of the Political Code is hereby amended so as to read as follows:

1517. The State Board of Education consists of the Governor, the Superintendent of Public Instruction, and the Principals of the State Normal Schools.

SEC. 2. Section fifteen hundred and twenty of the Political Code is hereby amended, so as to read as follows:

1520. The Board meets at the call of the Secretary, and not less than four times ~~in~~ each year.

SEC. 3. Section fifteen hundred and twenty-one of the Political Code is hereby amended so as to read as follows:

1521. The powers and duties of the Board are as follows:

*First*—To adopt rules and regulations not inconsistent with the laws of this State for its own government and for the government of the public schools and district school libraries.

*Second*—To recommend rules for the examination of teachers.

*Third*—To recommend a course of study for the public schools.

*Fourth*—To recommend a list of books for district school libraries.

*Fifth*—To grant educational diplomas, valid for six years, and life diplomas.

*Sixth*—To revoke for immoral or unprofessional conduct, or evident unfitness for teaching, life diplomas and educational diplomas heretofore issued or which may be issued hereafter.

*Seventh*—To have done by the State Printer or other officer having the management of the State printing, any printing required by it.

*Eighth*—To adopt and use in authentication of its acts an official seal.

*Ninth*—To keep a record of its proceedings.

*Tenth*—State educational diplomas may be issued to such persons only, as have held

for one year, a first grade, a grammar grade, a grammar school course, or high school city or county, or city and county certificate, and who shall furnish satisfactory evidence of having been successfully engaged in teaching for at least five years. Every application for an educational diploma must be accompanied by a certified copy of a resolution adopted by a city or a county Board of Education, recommending that the same be granted. The term five years shall be construed to mean five years of not less than seven months each.

*Beswath*—Life diplomas may be issued upon all and the same conditions as educational diplomas, except that the applicant must furnish satisfactory evidence of having been successfully engaged in teaching for at least ten years. Ten years shall be construed to mean ten years, of not less than seven months each.

*Twelfth*—To designate some educational monthly journal as the official organ of the Department of Public Instruction. One copy of the journal so designated, shall be furnished by the County Superintendent, to the Clerk of each Board of District Trustees, to be by him placed in the district library. The County Superintendent of Schools shall draw his warrant semi-annually in favor of the publishers of such school journal, for a sum not exceeding one dollar and fifty cents (\$1 50) per district for each school year, and charge the same to the library fund of the district; *provided*, that the publishers of such journal shall be required to file an affidavit with the Superintendent of Public Instruction on or before the tenth day of each month, stating that he has mailed one copy of said journal to the Clerk of each school district in the State. It is hereby made the duty of the Clerk of each Board of District Trustees, and the Secretary of each Board of Education, to place each number of such journal in the school library of his district on or before the end of the month in which such number was issued.

SEC. 4. Section fifteen hundred and thirty-two of the Political Code is hereby amended so as to read as follows:

1532. It is the duty of the Superintendent of Public Instruction:

*First*—To superintend the public schools of this State.

*Second*—To report to the Governor, on or before the fifteenth of December preceeding each regular session of the Legislature, a statement of the condition of the State Normal Schools, and other educational institutions supported by the State, and of the public schools.

*Third*—To accompany his report with tabular statements, showing the number of school children in the State, the number attending public schools, the number enrolled in the grammar school course and the average attendance, the number attending private schools, and the number not attending schools; the amount of State School Fund apportioned, and the sources from which derived; the amount raised by county and district taxes, or from other sources of revenue, for school purposes, and the amount expended for salaries of teachers, for building school houses, and for district school libraries.

*Fourth*—To apportion the State School Fund, and also the Grammar School Course Fund, at the rate of three dollars for each pupil enrolled in the grammar school course, the apportionment of these funds to be separate. An abstract of such apportionment to be furnished the Controller, State Board of Examiners, and each County Treasurer, and County Superintendent.

*Fifth*—To draw his order on the Controller, in favor of each County Treasurer, for school moneys apportioned to the county.

*Sixth*—To prepare, have printed, and furnished all officers charged with the administration of the laws relating to public schools, and to teachers, such blank forms and books as may be necessary to the discharge of their duties, including blank teachers' certificates to be used by County Boards of Education.

*Seventh*—To have the law relating to public schools printed in pamphlet form, and annex thereto forms for making reports and conducting school business, the course of study, rules and regulations, a list of library books, and such suggestions on school architecture as he may deem useful.

*Eighth*. To supply school officers and teachers, school libraries, and State libraries with one copy each of the pamphlets mentioned in the preceding subdivision.

*Ninth*. To visit the several orphan asylums to which State appropriations are made, and examine into the course of instruction therein.

*Tenth*. To visit the schools in the different counties, and inquire into their condition and the actual traveling expenses thus incurred, provided they do not exceed fifteen hundred dollars per annum, shall be allowed, audited, and paid out of the General Fund in the same manner as other claims are audited and paid.

*Eleventh*. To authenticate with his official seal all drafts or orders drawn by him, and all papers and writings issued from his office.

*Twelfth*. To have bound at the State Bindery, all valuable school reports, journals and documents in his office, or hereafter received by him, payable out of the State School Fund.

*Thirteenth*. To deliver over, at the expiration of his term of office, on demand, to his successor, all property, books, documents, maps, records, reports, and other papers belonging to his office, or which may have been received by him for the use of his office.

*Fourteenth*. He shall have power to call, biennially, a convention of County Superintendents, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public schools, the laws relating thereto, and such other subjects affecting the welfare and interests of the public schools as shall properly be brought before it. It is hereby made the duty of all County Superintendents to attend and take part in the proceedings of such convention, when it is called; and the actual expenses of County Superintendents in attending the convention shall be allowed by the Board of Supervisors, and paid out of the same fund as the salary of the County Superintendent is paid; provided, the several County Boards of Education may be represented in said convention by one delegate elected from each Board of Education, said delegate to be paid the same as is herein provided for the Superintendent attending said convention.

SEC. 5. Section fifteen hundred and forty-three of the Political Code is hereby amended so as to read as follows:

1543. It is the duty of the County Superintendent of each county:

*First*. To superintend the schools of his county.

*Second*. To apportion the school moneys of each school district quarterly, and for that purpose he may require of the County Auditor, a report of the amount of all school moneys on hand to the credit of the several school funds of the county not already apportioned; and it is hereby made the duty of the Auditor to furnish such report when so required; and whenever, at the close of the school year, any money has accumulated to the credit of a school district, by reason of a large census roll and small attendance, in excess of a reasonable amount required to maintain the school six months in each district.

the Superintendent of Schools shall apportion the same as other school funds are apportioned. If in any school district there shall be an average attendance for three consecutive months of only five pupils, or less, such district shall lapse, and the moneys in the treasury of the county belonging thereto, shall be apportioned by the Superintendent of Schools among the other districts of his county, in proportion to the number of census children between five and seventeen in such districts. The property of any school district that shall lapse, shall be sold by the Board of Supervisors, and the proceeds of such sale, after the payment of any indebtedness of the district, shall be placed in the County school Fund. The territory included within the boundaries of said district, shall, by order of the Board of Supervisors, be attached to one or more adjoining school districts.

*Third.* To apportion to each school district where the grammar school course is taught, all moneys provided by the State under section four hundred and forty-four of this Code, at the rate of three dollars for each pupil enrolled in said course on the first day of May preceeding the date of apportionment.

*Fourth.* On the order of the Board of Trustees, or Board of Education, to draw his requisition upon the County Auditor for all necessary expenses against the School Fund of any city, town, or district. The requisition must be drawn in the order in which the orders therefor are filed in his office. Each requisition must specify the purpose for which it is drawn; but no requisition shall be drawn, unless the money is in the fund to pay it; and no requisition shall be drawn upon the order of the Board of Trustees against the County Fund of any district, except for teachers' salaries, unless such order is accompanied by an itemized bill, showing the separate items and the price of each, in payment for which the order is drawn; nor shall any requisition for teachers' salaries be drawn, unless the order shall state the monthly salary of the teacher, and name the months for which such salary is due. Upon the receipt of such requisition, the Auditor shall draw his warrant upon the County Treasurer in favor of the parties for the amount stated in each requisition.

*Fifth.* To keep open to the inspection of the public, a register of requisitions, showing the fund upon which the requisition has been drawn, the number thereof, in whose favor, and for what service, and also a receipt from the person to whom the requisition was delivered.

*Sixth.* To visit and examine each school in his county, at least once in each year; and for every school not so visited, the Board of Supervisors, must on proof thereof, deduct ten dollars from his salary.

*Seventh.* To preside over Teachers' Institutes held in his county, and to secure the attendance thereof of lecturers competent to instruct in the art of teaching, and to report to the County Board of Education, the name of all teachers in the county who fail to attend regularly the sessions of the Institute; to enforce the course of study, the use of text-books, and the rules and regulations for the examination of teachers prescribed by the proper authority.

*Eighth.* Upon the order of the County Board of Education to issue temporary certificates, valid until the next regular meeting of the County Board of Education, to persons holding certificates of like grade, granted in other counties, cities, or cities and counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination, as specified in section seventeen hundred and seventy-five; provided, that no person shall be entitled to receive such temporary certificate more than once.

*Ninth.* To distribute all laws, reports, circulars, instructions, and blanks which he ~~may~~ receive for the use of school officers.

*Tenth.* To keep in his office the reports of the Superintendents of Public Instruction

*Eleventh.* To keep a record of his official acts, and of the proceedings of the County Board of Education, including a record of the standing in each study, of all applicants examined, which shall be open to the inspection of any applicant, or his authorized agent.

*Twelfth.* Except in incorporated cities, to pass upon and approve or reject plans for school houses.

*Thirteenth.* To appoint Trustees to fill all vacancies, to hold until the first day of July succeeding such appointment; when new districts are organized, to appoint Trustees for the same, who shall hold office until the first day of July next succeeding their appointment. In case of the failure of the Trustees to employ a janitor, as provided in section sixteen hundred and seventeen, subdivision seventh, of this Code, he shall appoint a janitor, who shall be paid out of the School Fund of the district.

*Fourteenth.* To make reports when directed by the Superintendent of Public Instruction, showing such matters relating to the public schools in his county, as may be required of him.

*Fifteenth.* To preserve carefully all reports of school officers and teachers, and, at the close of his official term, deliver to his successor, all records, books, documents, and papers belonging to the office, taking a receipt for the same, which shall be filed in the office of the County Clerk.

*Sixteenth.* The County Superintendent shall, unless otherwise provided by law, in the month of July of each year, grade each school, and a record thereof shall be made in a book to be kept by the County Superintendent in his office for this purpose. And no teacher holding a certificate below the grade of said school shall be employed to teach the same.

*Seventeenth.* The County Superintendent shall keep a record of pupils enrolled in the grammar school course, if there be such schools in his county, and shall on or before the first day of August in each year, transmit a copy thereof to the Superintendent of Public Instruction.

SEC. 6. Section fifteen hundred and forty-four of the Political Code, is hereby amended to read as follows:

1544. If he fails to make a full and correct report, as required under the provisions of subdivision fourteen, of section fifteen hundred and forty-three, at the time fixed by the Superintendent of Public Instruction, he forfeits one hundred dollars of his salary; and the Board of Supervisors, upon receiving from the Superintendent of Public Instruction notice of such failure, must deduct the amount forfeited from his salary.

SEC. 7. Section fifteen hundred and fifty-two of the Political Code, is hereby amended so as to read as follows:

1552. Each County Superintendent shall receive his actual and necessary traveling expenses, said expenses to be allowed by the Board of Supervisors, and to be paid out of the County General Fund; *provided*, that this amount shall not exceed ten dollars per district, per annum. He shall also be allowed postage and expressage, payable out of the County School Fund, two dollars for each school district; *provided*, that in incorporated cities, each school containing three hundred pupils, shall be considered equal to one school district.

SEC. 8. Section fifteen hundred and sixty-five of the Political Code, is hereby amended so as to read as follows:

1565. Every applicant for a teacher's certificate except temporary, upon presenting his application, shall pay to the County Superintendent a fee of two dollars, to be by him, immediately deposited with the County Treasurer, to the credit of a fund to be known as the Teachers' Institute and Library Fund. All funds so credited shall be drawn out only, upon the requisition of the County Superintendent of Schools upon the County Auditor, who shall draw his warrant in payment of services of such instructors in the County Teachers' Institute as shall not be residents of that county, and for the purchase of books for a library for the use of the teachers of the county. At least fifty per cent of the Teachers' Institute and Library Fund shall be expended for books.

SEC. 9. Section fifteen hundred and seventy-seven of the Political Code, is hereby amended so as to read as follows:

1577. No new school district shall be formed at any other time than between the first day of January and the tenth day of May, nor at that time unless the parents or guardians of at least fifteen census children between the ages of five and seventeen (residents of such proposed new district), and residing at a greater distance than two miles by traveled road from any public school house, present a petition to the Superintendent of Schools setting forth the boundaries of the new district asked for. The boundaries of any district cannot be changed, except in forming new districts, unless at least ten heads of families residing in the districts affected by the proposed change, present a petition to the Superintendent of Schools; setting forth the changes of boundaries desired and the reasons for the same; *provided*, that two or more districts lying contiguous may, upon a petition of a majority of the heads of families residing in each of said districts, be united to constitute but one district. Joint districts (districts lying partly in one county and partly in another) may be formed in the same manner as other new districts are formed, except that the petition herein provided for shall be made to the County Superintendent of each county affected; *and provided*, that in the case of joint districts, all the provisions herein enumerated for the formation of a new district shall be by concurrent action of the Superintendent and the Board of Supervisors of each county affected; *provided, further*, that children residing in the new district, shall be permitted to attend school in the district or districts from which the new district was formed, until the first day of July next succeeding.

SEC. 10. Section fifteen hundred and seventy-eight of the Political Code, is hereby amended so as to read as follows:

1578. After giving due notice to all parties interested, by sending notice by registered mail to each of the Trustees of any school district, that may be affected by the proposed change, or by causing notices to be posted in three public places in each district affected, one of which shall be at the door of the school house of said districts, for at least one week, the County Superintendent must transmit the petition to the Board of Supervisors, with his approval or disapproval. If he approves the petition, he may note such changes in the boundaries as he may think desirable.

SEC. 11. Section fifteen hundred and eighty of the Political Code, is hereby repealed.

SEC. Section fifteen hundred and ninety-three (1593) of the Political Code of the State of California, is hereby amended so as to read as follows:

1593. An election for School Trustees, must be held in each school district, on the first Tuesday of June of each year, at the district school house, if there is one, and if there is none, at the place to be designated by the Board of Trustees.

1. The number of School Trustees for any school district, except where City Boards are otherwise authorized by law, shall be three. No person shall be deemed ineligible to the office of Trustee on account of sex.

2. In new school districts, or in case of vacancy for any cause in old ones, the School Trustees shall be elected to hold office for one, two, and three years, respectively, from the first day of July next succeeding their election.

3. Except as provided in subdivision second of this section, one Trustee shall be elected annually, to hold office for three years, or until his successor shall be elected and qualified.

SEC. 13. Section fifteen hundred and eighty-two of the Political Code is hereby repealed.

SEC. 14. Section fifteen hundred and ninety-four of the Political Code is hereby repealed.

SEC. 15. Section sixteen hundred and twelve of the Political Code is hereby repealed.

SEC. 16. Section sixteen hundred and fourteen of the Political Code is hereby amended so as to read as follows:

1614. Vacancies in the office of School Trustee are caused by the happening of either of the events specified in section nine hundred and ninety-six of the Political Code, or by resignation. The resignation of a School Trustee must be sent in writing to the County Superintendent of Schools.

SEC. 17. Section sixteen hundred and seventeen of the Political Code is hereby amended so as to read as follows:

1617. The powers and duties of Trustees of school districts and of Boards of Education in cities are as follows:

*First.* To prescribe and enforce rules not inconsistent with law, or those prescribed by the State Board of Education, for their own government and the government of schools, and to transact their business at regular or special meetings called for such purpose, notice of which shall be given to each member.

*Second.* To manage and control the school property within their districts, and to pay all moneys collected by them from any source whatever for school purposes into the County Treasury, to be placed to the credit of the Special Fund of their district.

*Third.* To purchase school furniture, including organs and pianos, and apparatus, and such other things as may be necessary for the use of schools; *provided*, that except in incorporated cities having Boards of Education they purchase such books and apparatus only as have been adopted by the County Board of Education.

*Fourth.* To rent, furnish, repair and insure the school property of their respective districts.

*Fifth.* When directed by a vote of their district, to build school houses, or to purchase or sell school lots.

*Sixth.* To make, in the name of the district, conveyances of all property belonging to the district and sold by them.

*Seventh.* To employ the teachers, and, excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools, in writing, of such employment, naming the grade of certificate held by the teachers employed; also, to employ Janitors, and other employees of schools, to fix and order paid their compensation, *unless the same be otherwise prescribed by law; provided*, that no Board of Trustees

shall enter into any any contract with such employees to extend beyond the thirtieth day of June next ensuing.

*Eighth.* To suspend or expel pupils for misconduct.

*Ninth.* To exclude from schools children under six years of age.

*Tenth.* To enforce in schools the course of study and the use of text-books prescribed and adopted by the proper authority.

*Eleventh.* To appoint District Librarians, and enforce the rules prescribed for the government of district libraries.

*Twelfth.* To exclude from school and school libraries all books, publications or papers of sectarian, partisan, or denominational character.

*Thirteenth.* To furnish books for the children of parents unable to furnish them; the books so furnished to belong to the district, and to be kept in the district school library when not in use.

*Fourteenth.* To keep a register, open to the inspection of the public, of all children applying for admission and entitled to be admitted into the schools, and to notify the parents or guardians of such children when vacancies occur, and receive such children into the schools in the order in which they are registered.

*Fifteenth.* To make arrangements with the Trustees of any other district for the attendance of such children in the school of either district as may be best accommodated therein; and in case the Trustees fail to agree, the parents of such children may appeal to the Superintendent of Schools, whose decision shall be final.

*Sixteenth.* On or before the first day of May in each year, to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; *provided*, that in cities the appointment shall be subject to the approval of the City Superintendent of Schools.

*Seventeenth.* To make an annual report on or before the first day of July, to the Superintendent of Schools, in the manner and form and on the blanks prescribed by the Superintendent of Public Instruction.

*Eighteenth.* To make a report whenever required, directly to the Superintendent of Public Instruction, of the text-books used in their schools.

*Nineteenth.* To visit every school in their district at least once in each term and examine carefully into its management, condition and wants. This clause to apply to each and every member of the Board of Trustees.

*Twentieth.* Boards of Trustees may and upon a petition signed by a majority of the heads of families resident in the district must, call meetings of the qualified electors of the district for determining or changing the location of the school house, or for consultation in regard to any litigation in which the district may be engaged, or be likely to become engaged, or in regard to any affairs of the district. Such meetings shall be called by posting three notices in public places, one of which shall be in a conspicuous place on the school house, for not less than ten days previous to the time for which the meeting shall be called, which notices shall specify the purposes for which said meetings shall be called, and no other business shall be transacted at such meetings. District meetings shall be organized by choosing a Chairman from the electors present, and the District Clerk shall be clerk of the meeting, and shall enter the minutes thereof in the records of the district. A meeting so called shall be competent to instruct the Board of Trustees.

1. In regard to the location or change of location of the school house, or the use of the same for other than school purposes.

2. In regard to the purchase and sale of school sites.

3. In regard to prosecuting, settling, or compromising any litigation in which the district may be engaged, or be likely to become engaged, and may vote money, not exceeding one hundred dollars in any one year, for any of these purposes, in addition to any amount which may be raised by the sale of district school property, and the insurance of property destroyed by fire; *provided*, that the proceeds of the insurance of the library and apparatus shall be paid into the Library Fund. All funds raised by the sale of school property may be disposed of by direction of a district meeting. District meetings may be adjourned from time to time, as found necessary; and all votes instructing the Board of Trustees shall be taken by ballot, or by ayes and noes vote, as the meeting may determine.

The Board of Trustees shall, in all cases, be bound by the instructions of the district meeting in regard to the subjects mentioned in this section.

SEC. 18. Section sixteen hundred and eighteen of the Political Code is hereby repealed.

SEC. 19. Section sixteen hundred and twenty of the Political Code is hereby amended so as to read as follows:

1620. Writing and drawing paper, pens, ink, blackboards, blackboard rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of the schools must be furnished, under the direction of the City Boards of Education and Boards of Trustees, and charges therefor must be audited and paid as other claims against the School Fund of their districts are audited and paid.

SEC. 20. Section sixteen hundred and thirty-six of the Political Code is hereby amended so as to read as follows:

1636. His report must be made under oath, upon blanks furnished by the Superintendent of Public Instruction, and must show:

*First.* The numbers, age, sex, color and nationality of the children listed.

*Second.* The names of the parents or guardians of said children, arranged alphabetically, and in the cities the number and street of residence must be given.

*Third.* Such other facts as the Superintendent of Public Instruction may designate.

*Fourth.* The Census Marshal shall have power to administer oaths to parents and guardians.

*Fifth.* If at any time the Superintendent of Schools has reason to believe that a correct report has not been returned, he may appoint a Census Marshal, have the census retaken, and the compensation for the same shall be audited and paid, as provided in section one thousand six hundred and thirty-nine of this Code.

SEC. 21. Section sixteen hundred and thirty-nine of the Political Code is hereby amended so as to read as follows:

1639. The compensation of Census Marshal must be audited and paid as other claims upon the School Fund of the district are audited and paid; *provided*, such compensation shall not exceed six dollars per day for time actually and necessarily employed; *and provided, further*, that in no case shall the compensation be computed at a per capita sum.

SEC. 22. Section sixteen hundred and fifty of the Political Code is hereby amended so as to read as follows:

1650. It is the duty of the Clerk:

*First.* To call meetings of the Board at the request of two members, and to act as Clerk of the Board and keep a record of its proceedings.

*Second.* To keep an account of the receipts and expenditures of school moneys.

*Third.* To keep his records and accounts open to the inspection of the electors of the district.

*Fourth.* To place the monthly journal designated as the official organ of the Department of Public Instruction in the library each month, and if he fails to receive it regularly to notify the publishers of such fact.

*Fifth.* To perform such other duties as may be prescribed by the Board.

SEC. 23. Section sixteen hundred and fifty-one of the Political Code is hereby amended so as to read as follows:

1651. The Clerk of each district must, under the direction of the Board of Trustees, provide all school supplies authorized by this chapter, and keep the school house in repair during the time school is taught therein.

SEC. 24. Section sixteen hundred and sixty-three of the Political Code is hereby amended to read as follows:

1663. 1. All schools, unless otherwise provided by law, must be divided into primary and grammar grades. The County Board of Education must, except in incorporated cities having Boards of Education, on or before the first day of July, prescribe the course of study in each grade for the ensuing year.

2. The Board shall also prescribe a course of study not in conflict with said section one thousand six hundred and sixty-five, that will fit and prepare students therein to enter the Scientific Department of the University of California, to be divided into four grades, requiring one year to each grade, and to be known as the grammar school course.

3. The grammar school course shall apply to and be taught in school districts which have elected to have the same taught as hereinafter prescribed.

4. The Board of Trustees of any district may, by order duly made and entered on its minutes, upon petition or otherwise, call meetings of the qualified electors of the district, as provided in subdivision twenty of section sixteen hundred and seventeen of this Code, to determine whether the grammar school course shall be taught in such district.

5. If such course shall be chosen, it shall thereafter in such district take the place of and be substituted for the course prescribed for the grammar grade.

6. Except in incorporated cities having Boards of Education, the County Board of Education shall require that examinations in each of said courses shall take place at stated periods, at least once in each school year, for promotion. It shall also provide for conferring diplomas at the end of the course of study in the grammar grade, and in the grammar school course for those who satisfactorily pass the required examination.

7. The County Board of Education may amend and change, subject to said section sixteen hundred and sixty-five either of the above courses of study whenever necessary.

SEC. 25. Section sixteen hundred and sixty-five of the Political Code is hereby amended so as to read as follows:

1665. Instruction must be given in the following branches in the several grades in which each may be required, viz: Reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology and hygiene, with special instructions as to the nature of alcoholic drinks and narcotics and their effects upon the human system, vocal music, elements of book-keeping, industrial drawing, practical entomology, and civil government.

SEC. 26. Section sixteen hundred and eighty-seven of the Political Code is hereby amended so as to read as follows:

1687. In schools having more than two teachers beginners shall be taught by teachers who have had at least two years' experience, or by Normal School graduates; and in cities such teachers shall rank, in point of salary, with those of the first grade.

SEC. 27. Section sixteen hundred and ninety-six of the Political Code is hereby amended so as to read as follows:

1696. Every teacher in the public schools must:

*First.* Before assuming charge of a school, file his or her certificate with the County Superintendent.

*Second.* Before taking charge of a school, and one week before closing a term of school, notify the County Superintendent of such fact, naming the day of opening or closing.

*Third.* Enforce the course of study, the use of text-books, and the rules and regulations prescribed for schools.

*Fourth.* Hold pupils to a strict account for disorderly conduct on the way to and from school on the playgrounds; or during recess; suspend, for good cause, any pupil in the school, and report such suspension to the Board of Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

*Fifth.* Keep a State School Register, in which shall be left at the close of the term a report showing programme of recitations and classifications and grading of all pupils who have attended school at any time during the school year.

*Sixth.* Make an annual report to the County Superintendent at the time and in the manner and on the blanks prescribed by the Superintendent of Public Instruction. Any teacher who shall end any school term before the close of the school year shall make report to the County Superintendent immediately after the close of such term; and any teacher who may be teaching any school at the end of the school year shall, in his or her annual report, include all statistics for the entire school year, notwithstanding any previous report for a part of the year.

*Seventh.* On or before the thirty-first day of May of each year the teacher of every school district, or principal, where there is one, shall report to the County Superintendent the names of all the pupils enrolled in the grammar school course during the current school year.

*Eighth.* Make such other reports as may be required by the Superintendent of Public Instruction, County Superintendent, Board of Trustees, or City Board of Education.

SEC. 28. Section sixteen hundred and ninety-nine of the Political Code is hereby amended so as to read as follows:

1699. Any teacher whose salary is withheld may appeal to the Superintendent of Public Instruction and his decision shall be final.

SEC. 29. Section seventeen hundred and twelve of the Political Code is hereby amended so as to read as follows:

1712. The Board of Trustees and City Board of Education must expend the Library Fund together with such moneys as may be added thereto by donation in the purchase of school apparatus and books for a school library, including books for supplementary work, and no warrant shall be drawn by the Superintendent of Schools upon the order of any Board of Trustees against the Library Fund of any district unless such order is accompanied by an itemized bill, showing the books and apparatus and the price of each, a payment of which the order is drawn, and unless such books and apparatus have been adopted by the County or City Board of Education. The trustees of each district shall cause each book now in their District School Library, or that may hereafter be placed in said library, to be stamped on the fly leaf, on the title page, and on each one hundredth page of the book with the words "Department of Public Instruction, State of California, ——— County, ——— District Library," and the County Superintendent is hereby authorized and instructed to procure such stamp for each district in his county, and to pay for the same out of the County School Fund of such district.

SEC. 30. Section seventeen hundred and sixty-eight of the Political Code is hereby amended so as to read as follows:

1768. In each county having a population of less than two hundred thousand inhabitants there shall be a County Board of Education, which shall consist of the Superintendent of Schools and four other members, of whom at least two shall always be experienced teachers, holding grammar grade certificates in full force and effect, appointed by the Board of Supervisors, who shall hold their office for two years, or until their successors are appointed and qualified. A vacancy in the Board of Education may be filled at any time after its occurrence by the Board of Supervisors. For the transaction of business three members shall constitute a quorum; but no certificate shall be issued, renewed, or revoked, nor any text-books adopted, except by an affirmative vote of three members. On the call of any member the "ayes and noes" shall be taken upon any proposition, and the vote recorded in the minutes. If the Board of Supervisors of any county shall refuse or neglect to appoint a Board of Education, or fill any vacancy therein, as herein provided, then the County Superintendent shall appoint such Board of Education and fill such vacancy; and the Board so appointed shall have all the rights, exercise all the powers, and be governed by all the regulations prescribed for County Boards until an appointment be made by the Board of Supervisors.

SEC. 31. Section seventeen hundred and seventy of the Political Code is hereby amended so as to read as follows:

1770. Each County Board of Education must meet at fixed periods and hold examinations for the granting of teachers' certificates, semi-annually. All meetings of the Board of Education shall be public, and shall be held at the county seat, and the record of their proceedings shall be kept in the office of the Superintendent of Schools. The Board of Supervisors shall allow to each member of the Board of Education, including the Secretary, a compensation of five dollars per day for his services, payable out of the same fund and in the same manner as the Superintendent of Schools is paid; and all incidental expenses incurred by the Board of Education shall be audited and paid as other claims against the General Fund of the county.

SEC. 32. Section seventeen hundred and seventy-one of the Political Code is amended so as to read as follows:

1771. County Boards of Education have power:

*First.* To adopt rules and regulations, not inconsistent with the laws of this State, for the government of their own government.

*Second.* To prescribe and enforce rules for the examination of teachers.

*Third.* To examine applicants, and to prescribe a standard of proficiency which shall entitle the person examined to a certificate, and to grant certificates of three grades except in incorporated cities having Boards of Examination as follows:

1. Grammar school course or high school: valid for four years, authorizing the holder to teach in any high school, grammar school course, grammar grade, or primary school.

2. Grammar grade: valid for three years, authorizing the holder to teach any grammar grade and primary school.

3. Primary: valid for two years, authorizing the holder to teach any primary school. Also, to grant special certificates, valid for three years, which shall entitle the holder to teach such special branches as may be required by City or County Board of Education.

*Fourth.* To prescribe and enforce the use of a uniform series of text-books, and to adopt a list of books and apparatus for district libraries.

*Fifth.* To revoke or suspend for immoral or unprofessional conduct, or evidence of incompetency for teaching, the certificates granted by them.

*Sixth.* To keep a record of its proceedings.

*Seventh.* To issue diplomas of graduation from any of the public schools of the State except in incorporated cities having Boards of Education, which diplomas shall be signed by the Superintendent of Public Instruction and distributed as other blanks from his office. Diplomas shall be issued only to pupils who have passed an examination prescribed by the County Board of Education. Such diplomas shall be signed by the President and Secretary of the County Board and the principal of the school.

*Eighth.* To adopt and use in authentication of its acts an official seal.

*Ninth.* All examination papers shall be kept on file in the office of the Superintendent of Schools for at least one year, and shall be open for the inspection of the State or his authorized agent.

SEC. 33. Section seventeen hundred and seventy-two of the Political Code is amended so as to read as follows:

1772. Except as provided in section seventeen hundred and seventy-five certificates may be granted only to those who have passed a satisfactory examination in all the subjects prescribed by the County Board of Education; *provided*, that applicants for primary certificates shall be required to pass an examination only in arithmetic, geography, composition, history of the United States, orthography, defining, penmanship, reading, methods of teaching, school law, industrial drawing, physiology, entomology, civil government, elementary bookkeeping, and vocal music.

SEC. 34. Section seventeen hundred and seventy-three of the Political Code is amended so as to read as follows:

1773. All examinations shall be in writing in answer to questions formulated by the Board of Education. The said Board shall also examine all applicants, orally, touching the questions asked, and such other matters in connection therewith as shall have a tendency to demonstrate the fitness of the applicant to assume the duties of teacher. The said Board shall ask questions of practical utility, with a view of ascertaining the knowledge and ability of the applicant. All examinations shall be public.

SEC. 35. Section seventeen hundred and seventy-five of the Political Code is hereby amended so as to read as follows:

1775. The Board may also, without examination, grant county certificates, and fix the grade thereof, to the holders of life diplomas, California, Nevada and Oregon State educational diplomas, California Normal School diplomas, San Francisco Normal Class diplomas, when recommended by the Superintendent of Public Schools, California State University diplomas, when recommended by the Faculty of the University, and State Normal School diplomas of other States, and grammar school course and grammar grade certificates of other counties in California; and may also, without examination, renew unexpired certificates previously issued by them, or renew or endorse unexpired certificates previously granted in their county; such renewed or endorsed certificates to remain valid for the same length of time for which new certificates may be granted; and the certificates issued, renewed or endorsed by the County Board of Education shall entitle the holder thereof to teach in any city or district school in the county, except in incorporated cities having Boards of Examination, in grades corresponding to the grades of their certificates; County Boards of Education must issue certificates upon the blank forms prepared and distributed by the Superintendent of Public Instruction.

SEC. 36. Section seventeen hundred and ninety-two of the Political Code is hereby amended so as to read as follows:

1792. The City Board of Examination may also, without examination, grant city certificates, and fix the grade thereof, to the holders of California life diplomas, California, Nevada and Oregon educational diplomas, California State Normal School diplomas, California State University diplomas, when recommended by the Faculty of the University, unexpired State certificates, city certificates granted in other cities of California, and the life diplomas and State Normal School diplomas of other States; and may also, without examination, renew, and, for immoral or unprofessional conduct, profanity, intemperance, or evident unfitness for teaching, revoke any certificates previously granted in such city, or city and county.

SEC. 37. Section eighteen hundred and seventeen of the Political Code is hereby amended so as to read as follows:

1817. The County Superintendent of each county having a population of less than two hundred thousand inhabitants must, on or before the first regular meeting of the Board of Supervisors, in September in each year, furnish the Supervisors and the Auditor, respectively, an estimate, in writing, of the minimum amount of county school fund needed for the ensuing year. This amount he must compute as follows:

*First.* He must ascertain, in the manner provided for in subdivisions one and two of section eighteen hundred and fifty-eight, the total number of teachers for the county.

*Second.* He must calculate the amount required to be raised at five hundred dollars per teacher. From this amount he must deduct the total amount of State apportionments, less ten per cent received by the county for the next preceding school year, and the

remainder shall be the minimum amount of county school fund needed for the ensuing year; *provided*, that if this amount is less than sufficient to raise a sum equal to four dollars for each census child in the county, then the minimum amount shall be such a sum as will be equal to four dollars for each census child in the county.

SEC. 38. Section eighteen hundred and fifty-eight of the Political Code is hereby amended so as to read as follows:

1858. All State school moneys apportioned by the Superintendent of Public Instruction must be apportioned to the several counties in proportion to the number of school census children between the ages of five and seventeen years, as shown by the returns of the School Census Marshals of the preceding school year; *provided*, that Indian children not living under the guardianship of white persons, and Mongolian children not native born shall not be included in the apportionment list. The School Superintendent in each county must apportion all State and county school moneys as follows:

*First.* He must ascertain the number of teachers each district is entitled to, by calculating one teacher for every seventy school census children, between the ages of five and seventeen years, or fraction thereof, not less than twenty school census children, as shown by the next preceding school census.

*Second.* He must ascertain the total number of teachers for the county, by adding together the number of teachers assigned to the several districts.

*Third.* Five hundred dollars shall be apportioned to each district, for every teacher assigned to it; *provided*, that to districts having ten and less than twenty school census children, shall be apportioned four hundred dollars; *provided further*, that to districts having over seventy school census children and a fraction of less than twenty, there shall be apportioned twenty dollars for each census child in said fraction.

*Fourth.* All school money remaining on hand after apportioning to the districts, the moneys provided for in subdivision three of this section, must be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. Census children, where mentioned in sections one thousand eight hundred and seventeen, and one thousand eight hundred and fifty-eight, shall be construed to mean those between the ages of five and seventeen.

*Fifth.* Whenever in any school year, prior to the receipt by the counties, cities, or cities and counties of this State, of their State, county, or city school fund, the school district or cities shall not have sufficient money to their credit to pay the lawful demands against them, the county, city, or city and county Superintendent shall give the Treasurer of said county, city, or city and county, an estimate of the amount of school money that will next be paid into the county, city, or city and county treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the Treasurer of said county, city, or city and county to transfer from any fund, not needed to pay claims against it, to the proper school fund, an amount not to exceed ninety per cent of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent, of the amount so transferred. The funds so transferred to the School Fund, shall be transferred by the Treasurer to the fund from which they were taken, from the first money paid into the School Fund after the transfer.

SEC. 39. Section eighteen hundred and fifty-nine of the Political Code is hereby amended so as to read as follows:

1859. No school district, except one newly formed, is entitled to receive any apportionment of State or county school moneys which has not maintained a public school for at

least six months during the next preceding school year. A district which is prevented by fire, flood, or prevailing epidemic from maintaining a school for the length of time designated in this section, is nevertheless entitled to its apportionment of State and county school moneys.

SEC. 40. Section eighteen hundred and sixty-nine of the Political Code is hereby amended so as to read as follows:

1869. Any State, county, or city and county Superintendent, or any State, county, or city and county Board of Education, who shall issue a certificate or diploma, except as provided for in this title, shall be guilty of a misdemeanor.

SEC. 41. Section eighteen hundred and seventy-three of the Political Code is hereby amended so as to read as follows:

1873. Every officer including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

SEC. 42. Section eighteen hundred and eighty of the Political Code is hereby amended so as to read as follows:

1880. The Board of Trustees of any School District may, when in their judgement it is advisable, and must, upon petition of a majority of the heads of families residing in the district call an election and submit to the electors of the district whether the bonds of such district shall be issued and sold for the purpose of raising money for purchasing school lots, and for building or purchasing one or more school houses, and supplying the same with furniture, necessary apparatus, and improving the grounds, and for liquidating any indebtedness already incurred for such purposes.

SEC. 43. A new section is hereby added to the Political Code, to be known as section seventeen hundred and seventy-six, and to read as follows:

1776. Any member of a County Board of Education who shall, except in the regular course of study in the public schools, teach any classes where pupils are given special instruction, to prepare them for passing examination to obtain teachers' certificates, or who shall give special instruction to any person preparing for examination to obtain a teachers' certificate, shall be deemed guilty of a misdemeanor, and, upon conviction thereof his office shall be declared vacant. No certificate shall be issued to any applicant who has received special instructions, when preparing for examination from any member of a County Board of Education.

SEC. 44. Section eighteen hundred and seventy-nine of the Political Code is hereby amended so as to read as follows:

1879. The offering of any valuable thing to any member of a Board of Education, with the intent thereby to influence his action in regard to the granting of any teacher's certificate, the appointment of any teacher, Superintendent, or other officer or employee, the adoption of any text-book, or the making of any contract to which the Board of Education of which he is a member shall be a party, or the acceptance by any member of a Board of Education of any valuable thing, with corrupt intent, shall be a misdemeanor, punishable as by law provided. Any person may be compelled to testify in any lawful investigation or judicial proceeding against any person who may be charged with any offense described in this section, and shall not be permitted to withhold his testimony upon the ground that it may criminate himself, or subject him to public infamy; but such testimony shall not afterwards be used against him in any judicial proceeding, except for perjury in giving such testimony. Any contract or appointment obtained from a Board of Education by corrupt means, shall be void. Any County Board of Supervisors, or any

City Council, or any duly authorized committee thereof, may investigate the conduct of any member of a county, or city, or city and county Board of Education, or school or employe, who may be charged with malfeasance in office, and in such capacity entitled to the process of the Courts to compel the attendance of witnesses, and the person who shall preside at such investigation, shall have power to administer all necessary oaths.

SEC. 45. A new section is added to the Political Code, to be known as section 45, to read as follows:

1889. Whenever any bonds issued under the provisions of this title, shall remain unsold for the period of six months, after having been offered for sale in the manner prescribed by the Board of Supervisors, the Board of Trustees, or Board of Education of any school district for or on account of which such bonds were issued, or of any school district composed wholly or partly of territory which, at the time of holding the election provided for in section eighteen hundred and eighty-three, was embraced within the district for or on account of which such bonds were issued, may petition the Board of Supervisors to cause such unsold bonds to be withdrawn from market and canceled. Upon receipt of such petition, signed by a majority of the members of said Board of Trustees or Board of Education, the Supervisors shall fix a time for hearing the same, which shall not be less than thirty days thereafter, and shall cause a notice, stating the time and place of hearing and the object of the petition in general terms, to be published for ten days prior to the day of hearing, in some newspaper published in said school district, if there is one; if there is no newspaper published in said school district, then in a newspaper published in the county seat of the county in which such school or some part thereof is situated. At the time and place designated in the notice for hearing said petition, or at any subsequent time to which said hearing may be postponed, the Supervisors shall hear any reasons in support of the petition, and may be submitted for or against the granting of the petition, and if they shall determine that in the best interests of the school district named in the petition that such unsold bonds should be canceled, they shall make and enter an order in the minutes of their proceedings to cause said unsold bonds to be canceled, and thereupon said bonds, and the vote by which they were authorized to be issued, shall cease to be of any validity whatever.

#### BILL FOR ELEMENTARY BOOK ON CIVIL GOVERNMENT.

*The People of the State of California, Represented in Senate and Assembly, do enact as follows:*

SECTION 1. The State Board of Education shall compile or cause to be compiled a following described text-book for use in the common schools of the State, viz.: an elementary book on the Civil Government of the United States, with a special reference to the Government of the State of California.

SEC. 2. The printing of said elementary book on Civil Government, provided for in section one of this Act, shall be done by and under the supervision of the Superintendent of State Printing, subject to the provisions of section three of an Act to provide for the compiling, illustrating, electrotyping, printing, binding, copyrighting, and distributing of certain books of a State series of school text-books and appropriating money therefor, approved March 15, 1887.

SEC. 3. This Act shall take effect from and after its passage.

## FREE TEXT-BOOK BILL.

*The People of the State of California, represented in Senate and Assembly do enact as follows:*

SECTION 1. At the next annual election after the passage of this Act for School Trustees in districts operating under the general school law of the State, or for members of Boards of Education or School Trustees in any city, city and county, or incorporated town, the authorities thereof whose duty it is to call such election shall, in the method now prescribed by law for the submission of the question of raising a special tax, and in conformity with its provisions, submit to the qualified electors of such district or city, or city and county, or incorporated town, the question, "Shall an annual tax be levied for the purchase of text-books for free use in the public schools?"

SEC. 2. The election so called shall be conducted in conformity with the law now made and provided for the holding of elections for special tax for school purposes.

SEC. 3. At such election the ballots shall contain the words "annual tax for free text-books," and the voter shall print or write thereafter the word "yes" or the word "no."

SEC. 4. If the majority of the votes cast are found to be in the affirmative, then the Trustees of the district, or the Board of Education, or Trustees of schools in any city, city and county, or incorporated town, as the case may be, shall, upon ascertaining said vote in the manner prescribed by law, estimate the cost of text-books needed for the next succeeding year, and annually thereafter, and report the amount of money necessary to procure the same for the next succeeding year, and annually thereafter, to the Board of Supervisors, in the case of all districts operating under the general school law of the State, or under the law for the government of any city and county thereof, and to the Board of Aldermen, City Council, Town Trustees, or other officers whose duty it now is by law to levy taxes for the use of said district, in the case of cities and incorporated towns, who shall proceed to levy the tax in the form and manner now prescribed by law, and the taxes so levied shall be computed and entered on the assessment roll, and collected in the manner now prescribed for the computation, entry, and collection of other special taxes for school purposes, and when so collected shall be kept separate and apart from all other moneys belonging to said district, or city, or city and county, or incorporated town, and shall be known as the "Free Text-Book Fund."

SEC. 5. If a majority of the votes cast are found to be in the negative the question may be again submitted at any subsequent annual or special election in the discretion of the officers whose duty it is made by section one of this Act to submit such question, and whenever a majority of votes cast at such election shall be found to be in the affirmative, the estimate, levy, and collection of money required shall take the course prescribed in section four of this Act; *provided*, that no such election shall be ordered oftener than once during any one year.

SEC. 6. Whenever books published by the State are needed in any city, city and county, or incorporated town in which the use of text-books shall have been declared free as described in the foregoing sections of this Act, the Board of Education or Trustees of schools in such city, city and county, or incorporated town, shall cause, in the manner prescribed by law for the drawing of warrants, a warrant to be drawn upon the proper Treasurer whether of county, city, city and county, or incorporated town against the "Free Text-Book Fund" belonging to said city, city and county, or incorporated town, for said amount, in favor of the Clerk or Secretary of said Board of Education or Trustees of

1. In regard to the location or change of location of the school house, or the use of the same for other than school purposes.

2. In regard to the purchase and sale of school sites.

3. In regard to prosecuting, settling, or compromising any litigation in which the district may be engaged, or be likely to become engaged, and may vote money, exceeding one hundred dollars in any one year, for any of these purposes, in addition to any amount which may be raised by the sale of district school property, and the insurance of property destroyed by fire; *provided*, that the proceeds of the insurance of the library and apparatus shall be paid into the Library Fund. All funds raised by the sale of school property may be disposed of by direction of a district meeting. District meetings may be adjourned from time to time, as found necessary; and all votes instructing the Board of Trustees shall be taken by ballot, or by ayes and noes vote, as the meeting may determine.

The Board of Trustees shall, in all cases, be bound by the instructions of the district meeting in regard to the subjects mentioned in this section.

SEC. 18. Section sixteen hundred and eighteen of the Political Code is hereby repealed.

SEC. 19. Section sixteen hundred and twenty of the Political Code is hereby amended so as to read as follows:

1620. Writing and drawing paper, pens, ink, blackboards, blackboard rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of the schools must be furnished, under the direction of the City Boards of Education and Board of Trustees, and charges therefor must be audited and paid as other claims against the School Fund of their districts are audited and paid.

SEC. 20. Section sixteen hundred and thirty-six of the Political Code is hereby amended so as to read as follows:

1636. His report must be made under oath, upon blanks furnished by the Superintendent of Public Instruction, and must show:

*First.* The numbers, age, sex, color and nationality of the children listed.

*Second.* The names of the parents or guardians of said children, arranged alphabetically, and in the cities the number and street of residence must be given.

*Third.* Such other facts as the Superintendent of Public Instruction may designate.

*Fourth.* The Census Marshal shall have power to administer oaths to parents and guardians.

*Fifth.* If at any time the Superintendent of Schools has reason to believe that a correct report has not been returned, he may appoint a Census Marshal, have the census retaken, and the compensation for the same shall be audited and paid, as provided in section thousand six hundred and thirty-nine of this Code.

SEC. 21. Section sixteen hundred and thirty-nine of the Political Code is hereby amended so as to read as follows:

1639. The compensation of Census Marshal must be audited and paid as other claims upon the School Fund of the district are audited and paid; *provided*, such compensation shall not exceed six dollars per day for time actually and necessarily employed; *provided, further*, that in no case shall the compensation be computed at a per centum.

## COUNTY HIGH SCHOOL, BILL.

*The People of the State of California, represented in Senate and Assembly, do enact as follows:*

SECTION 1. There may be established in any county in this State one or more County High Schools; *provided*, that at any general election held in such county after the passage of this Act, the majority of all the votes cast at such election shall be in favor of establishing and maintaining such County High School or Schools at the expense of the county.

SEC. 2. The Board of Supervisors may, at any general election to be held in any county after the passage of this Act, submit the question to the qualified electors of establishing a County High School. Said election shall be conducted in the manner prescribed by law for conducting elections. The ballots at such election shall contain the words ["For County High School," and against "County High School"]. It shall be the duty of the officers of said election to certify the result to the County Clerk, and if the majority of all the votes cast are in the affirmative, the County Clerk, shall record the result.

SEC. 3. It shall be the duty of the [Board of Supervisors], within twenty days after the meeting, to locate the school in some suitable and convenient place in said county. The [Board of Supervisors] shall also estimate the cost of purchasing a suitable lot, ~~erecting a building~~ [or the purchase of building and lot] and furnishing the same, for the construction of such school.

SEC. 4. When such estimate has been made it shall be the duty of the County Board of Education to procure and adopt plans for the building [or the purchase of building and lot], with specifications which shall come within the estimated cost, and report the same to the Board of Supervisors within sixty days [upon the approval by the Board of Supervisors of said plans with specifications]. The Board of Supervisors shall thereupon proceed to levy a special tax upon all the assessable property in the county, sufficient to pay the amount estimated as necessary for purchasing a lot, procuring plans and specifications, erecting a building, furnishing the same, and fencing and ornamenting the grounds. Said tax shall be computed, entered on the assessment roll, and collected in the same manner as other taxes are computed, entered, and collected, and the amounts so collected shall be deposited in the County Treasury and be known and designated as the County High School Building Fund, and shall be drawn from the treasury in the manner provided by law for drawing money from the treasury appropriated for special purposes.

SEC. 5. The Board of Supervisors shall secure, in the name of the county, the title to the site, let the contract for building, see that the work of construction is properly done, that the building is properly furnished, and the grounds properly fenced and ornamented; *provided*, that they may purchase, enlarge, or repair any building already constructed in the county, which may be suitable for the purposes, and in their discretion they may rent a building temporarily.

SEC. 6. It shall be the duty of the County Board of Education to furnish to the Board of Supervisors, annually, an estimate of the amount of money needed to pay all of the necessary expenses of running said school; to adopt the necessary text-books (the State books shall be used in grades and classes for which they are adapted), to adopt and en-

SEC. 25. Section sixteen hundred and sixty-five of the Political Code is amended so as to read as follows:

1665. Instruction must be given in the following branches in the several grades which each may be required, viz: Reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology and hygiene, with appropriate instructions as to the nature of alcoholic drinks and narcotics and their effects upon the human system, vocal music, elements of book-keeping, industrial drawing, practical entomology, and civil government.

SEC. 26. Section sixteen hundred and eighty-seven of the Political Code is amended so as to read as follows:

1687. In schools having more than two teachers beginners shall be taught by teachers who have had at least two years' experience, or by Normal School graduates; and in cities such teachers shall rank, in point of salary, with those of the first grade.

SEC. 27. Section sixteen hundred and ninety-six of the Political Code is amended so as to read as follows:

1696. Every teacher in the public schools must:

*First.* Before assuming charge of a school, file his or her certificate with the County Superintendent.

*Second.* Before taking charge of a school, and one week before closing a term of school, notify the County Superintendent of such fact, naming the day of opening or closing.

*Third.* Enforce the course of study, the use of text-books, and the rules and regulations prescribed for schools.

*Fourth.* Hold pupils to a strict account for disorderly conduct on the way to and from school on the playgrounds; or during recess; suspend, for good cause, any pupil in school, and report such suspension to the Board of Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

*Fifth.* Keep a State School Register, in which shall be left at the close of the term a report showing programme of recitations and classifications and grading of all pupils who have attended school at any time during the school year.

*Sixth.* Make an annual report to the County Superintendent at the time and in the manner and on the blanks prescribed by the Superintendent of Public Instruction. Every teacher who shall end any school term before the close of the school year shall make a report to the County Superintendent immediately after the close of such term; and every teacher who may be teaching any school at the end of the school year shall, in her annual report, include all statistics for the entire school year, notwithstanding any previous report for a part of the year.

*Seventh.* On or before the thirty-first day of May of each year the teacher of each school district, or principal, where there is one, shall report to the County Superintendent the names of all the pupils enrolled in the grammar school course during the school year.

*Eighth.* Make such other reports as may be required by the Superintendent of Public Instruction, County Superintendent, Board of Trustees, or City Board of Education.

SEC. 28. Section sixteen hundred and ninety-nine of the Political Code is amended so as to read as follows:

Political Code. *d.* See Section 1696 Political Code, sub. 3, also Section 5, page 71, School Law. *e.* See Section 1696, Political Code, sub. 4, also page 74, Rule 2, School Law. *f.* See Section 1617, sub. 1, Section 1696, sub. 3, and Section 1700 of the Political Code.

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ELECTIONS.

*Question.*—*a.* Who are the qualified electors of a school district? *b.* What majority is legal at a meeting called by a Board of Trustees for the purpose of selecting a school site and the purchasing or leasing of same, and the building of a school house thereon? *c.* Please give form of holding a meeting for that purpose?

*Answer.*—*a.* See Article 2, Section 1, Constitution of California.

*b.* The ordinary majority of one. *c.* See Section 1617, sub. 20 of the Political Code.

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TEACHERS PAY.

*Question.*—*a.* Is a teacher of a district school and a member of the County Board entitled to pay from both District and County? *b.* If the County Institute holds but three days are teachers allowed pay for five days?

*Answer.*—*a.* The law provides that two members of the County Board, at least, must be teachers holding First Grade Certificates. I think this fully answers the question in connection with the sections of the law which provides for the pay of members of the County Board. *b.* Teachers should be allowed the time to go to and from the Institute aside from the length of the Session.

*Q.*—Is a teacher entitled to pay for any holidays that may occur during a school vacation?

*A.*—If a teacher is paid for the entire twelve months, then the Trustees should deduct nothing for holidays. If, however, you pay only for the months actually taught, then the teacher cannot claim anything for holidays occurring in vacation.

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County Teachers' Institutes occur as follows:

Merced Co., March 26 to 28.

Los Angeles Co., April 1 to 5.

Santa Cruz Co., April 1 to 5.

Sonoma Co., April 8 to 12.

Lake Co., April 23 to 26.

El Dorado Co., April 24 to 26.

Solano Co., April 15 to 18.

Plumas Co., May 14 to 16.

Tuolumne Co., first week in June.

Annual Joint Meeting of Board of Trustees of State Normal Schools, will occur at Chico, April 9, 1889.

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AMENDMENTS TO THE COUNTY GOVERNMENT BILL AFFECTING COUNTY SUPERINTENDENTS' SALARIES.

*Second Class.* Alameda—Salary of Superintendent, \$4,500 per annum; office to be kept open the same as other public offices of the county.

*Third Class.* Santa Clara—Salary of Superintendent, \$2,000.

*Fifth Class.* Los Angeles—Salary of Superintendent, \$3,000.

*Sixth Class.* Sonoma—Salary of Superintendent, \$2,000, per annum.

*Seventh Class.* San Joaquin—Salary of Superintendent, \$2,000 per annum.

*Eighth Class.* Nevada—Salary of Superintendent, \$2,000 per annum; *provided*, that if he should engage in any other occupation during his term of office his salary shall only be \$600.

*Eleventh Class.* Humboldt—Salary of Superintendent, \$2,000.

*Twelfth Class.* Placer—Salary of Superintendent, \$1,800, and travelling expenses, not to exceed \$300.

*Thirteenth Class.* Napa—Salary of Superintendent, \$1,600; *provided*, he shall not teach school, but shall devote his entire attention to the duties of his office.

*Fifteenth Class.* Santa Cruz—Salary of Superintendent, \$1,800 per annum, and travelling expenses; *provided*, he shall devote his entire attention to the duties of his office.

*Nineteenth Class.* Amador—Salary \$600 per annum, and \$300 travelling expenses. Supervisors may increase salary to \$1,200, and travelling expenses; *provided*, he shall not engage in teaching.

*Twenty-first Class.* Tulare—Salary of Superintendent, \$1,800 per annum.

*Twenty-second Class.* Yuba—Salary of Superintendent, \$1,400 per annum, and travelling expenses.

*Twenty-fourth Class.* Santa Barbara—Salary of Superintendent \$18,00 per annum.

*Twenty-fifth Class.* Shasta—Salary of Superintendent, \$2,000 per annum, and travelling expenses.

*Twenty-seventh Class.* San Luis Obispo—Salary of Superintendent, \$1,300 per annum.

*Twenty-eighth Class.* Calaveras—Salary Superintendent, \$1,000 per annum, and \$200 travelling expenses.

*Thirtieth Class.* San Mateo—Salary of Superintendent, \$1,500 per annum, and travelling expenses.

*Thirty-first Class.* San Diego—Salary of Superintendent, \$2,500 per annum.

*Thirty-fourth Class.* San Bernardino—Salary of Superintendent, \$1,800 per annum.

*Thirty-ninth Class.* Kern and Merced—Salary of Superintendents, \$1,300 per annum.

*Fortieth Class.* San Benito—Salary of Superintendent, \$1,500 per annum.

*Forty-first Class.* Ventura and Sutter—Salary of Superintendents, \$1,200 per annum.

*Forty-fourth Class.* Mariposa—Salary of Superintendent, \$500 per annum, and \$100 as travelling expenses.

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#### NOTICE OF ELECTION OF TRUSTEES.

Day of Election of Trustees of School districts, has been changed from the *first Saturday* in June, to the *first Tuesday* in June. See Section 1593, Political Code, Chapter CLX.

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#### NOTICE OF ELECTION FOR SCHOOL TAX.

After May 21st, 1889, the polls at an Election to raise *School Tax*, must be opened at Sunrise and must close at 5 o'clock P. M. of the same day. See Section 1160, Political Code as amended March 21st, 1889.

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#### CENSUS MARSHAL'S REPORT.

Reports in Cities must include in Census returns, the Street and number of the residence of parents and guardians, as well as their names alphabetically arranged. See Section 1636 Political Code, as amended March 15th, 1889, and found on another page,

## NOTICE.

This is to notify all Superintendents that a man, calling himself Mr. Stevens, and claiming to be an elocutionist, has been discovered, presenting a forged recommendation from me, stating that I had heard him read before the "N. E. A.," and recommending him *as qualified to entertain and instruct*.

I have never seen or heard such a person, and no recommendations, purporting to be from me, should be honored unless written on my official letterhead.

IRA G. HOIT.

## Editorial Department.

We publish in this number of the JOURNAL, the amendments to the School Law, as passed by the legislature which has just adjourned. With a copy of the School Law of California, 1887, which is or should be in every school district library, school officers and teachers will have no difficulty in determining the provisions of the law as at present constituted.

As we understand it, substantially all the changes were discussed and agreed upon by the County Superintendents at their biennial meeting last December, so we are confident they are in the interest of our schools.

We also publish such amendments to the County Government Bill as affect the salaries of County Superintendents. It is gratifying to know that a county superintendent of schools is recognized by our wise law makers as being in reality a county officer, and thus is entitled to the same consideration for traveling expenses, etc., by the County Board of Supervisors, that other county officers are. The increase in their salaries is simply an act of tardy justice. Why one county officer should receive as many thousands of dollars for his services, as the Superintendent did hundreds, is one of those questions which was more easily apprehended by the ward politician, than by the ordinary citizen.

Besides the above mentioned legislative enactments which became laws by virtue of the Governor's approval and signature, we publish

least six months during the next preceding school year. A district which is prevented by fire, flood, or prevailing epidemic from maintaining a school for the length of time designated in this section, is nevertheless entitled to its apportionment of State and county school monies.

SEC. 40. Section eighteen hundred and sixty-nine of the Political Code is hereby amended so as to read as follows:

1869. Any State, county, or city and county Superintendent, or any State, county, or city and county Board of Education, who shall issue a certificate or diploma, except as provided for in this title, shall be guilty of a misdemeanor.

SEC. 41. Section eighteen hundred and seventy-three of the Political Code is hereby amended so as to read as follows:

1873. Every officer including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

SEC. 42. Section eighteen hundred and eighty of the Political Code is hereby amended so as to read as follows:

1880. The Board of Trustees of any School District may, when in their judgement it is advisable, and must, upon petition of a majority of the heads of families residing in the district call an election and submit to the electors of the district whether the bonds of such district shall be issued and sold for the purpose of raising money for purchasing school land, and for building or purchasing one or more school houses, and supplying the same with furniture, necessary apparatus, and improving the grounds, and for liquidating any indebtedness already incurred for such purposes.

SEC. 43. A new section is hereby added to the Political Code, to be known as section eighteen hundred and seventy-six, and to read as follows:

1876. Any member of a County Board of Education who shall, except in the regular course of study in the public schools, teach any classes where pupils are given special instruction, to prepare them for passing examination to obtain teachers' certificates, or who shall give special instruction to any person preparing for examination to obtain a teachers' certificate, shall be deemed guilty of a misdemeanor, and, upon conviction thereof his office shall be declared vacant. No certificate shall be issued to any applicant who has received special instructions, when preparing for examination from any member of a County Board of Education.

SEC. 44. Section eighteen hundred and seventy-nine of the Political Code is hereby amended so as to read as follows:

1879. The offering of any valuable thing to any member of a Board of Education, with the intent thereby to influence his action in regard to the granting of any teacher's certificate, the appointment of any teacher, Superintendent, or other officer or employee, the adoption of any text-book, or the making of any contract to which the Board of Education of which he is a member shall be a party, or the acceptance by any member of a Board of Education of any valuable thing, with corrupt intent, shall be a misdemeanor, punishable as by law provided. Any person may be compelled to testify in any lawful investigation or judicial proceeding against any person who may be charged with any offense described in this section, and shall not be permitted to withhold his testimony upon the ground that it may criminate himself, or subject him to public infamy; but such testimony shall not afterwards be used against him in any judicial proceeding, except for perjury in giving such testimony. Any contract or appointment obtained from a Board of Education by corrupt means, shall be void. Any County Board of Supervisors, or any

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# THE PACIFIC EDUCATIONAL JOURNAL.

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No. 3.

## *OBSERVATION AND EXPERIMENT ESSENTIAL IN PEDAGOGICAL INQUIRY. (1)*

READ BEFORE THE SAN FRANCISCO PRINCIPALS, ASSOCIATION, APRIL, 15 1889 BY  
LILLIE J. MARTIN OF THE GIRLS' HIGH SCHOOL.

Two educators whose pedagogical views are generally supposed to be diametrically opposite have strongly advocated observation and experiment in the study of children. At the Saratoga meeting of the Council of Education, in speaking of the "method of pedagogical inquiry," Mr. Harris said, "here too, stands the new scientific spirit ready to make special investigation into the processes and results of instruction in the special branches of the course of study and ascertain exactly what the pupil gets from each branch. The psychological significance of each branch being ascertained, what an immense concourse of problems propounded in our age would be solved. So with regard to methods. What an opportunity on the one hand for inventory and classification, and on the other for close, careful, analytical experiment." (2).

In discussing the same subject, Mr. Hall said, "Pestolozzi, Froebel, Herbart and all who in modern times have added anything whatever of permanent value to the repertory of educational methods, have done so as a direct result of more or less systematized observation of child-nature."

Very little experimental pedagogical work has been done in America. Public attention was first directed to it through the investigations of Mr Hall upon the Boston school children. He found that nineteen per cent of them had never seen a cow or a hen, twenty-two per cent a worm, forty-seven per cent a pig, sixty per cent a robin, sixty-five per cent an ant, seventy per cent a crow etc. (a) A consideration of the subject of reading shows the value of such experimental investigation. On entering school the child should read from a book containing mainly words which come within his experience, otherwise the symbol will mean nothing to him. This makes it necessary to have found out what he already knows. Experiment is rendered still more necessary from the fact that words standing for objects outside of the child's experience must also be taken up. Those standing for objects which the imagination can truly represent out of material in its possession should be selected. Pictures are of assistance in this connection but Mr. Hall's investigations showed that from these pictures it is quite possible to get very false ideas. Several children on being asked how large a cow was, said it was so large, that is, about an inch and a half in length. They had certainly seen the cow on the fifty-first page of the First Reader, State Series. Experiments upon children show more and more that "words in the book can be rightly interpreted only in proportion to the antecedent experience of things.

Experiments regarding pupils' information are as much needed in higher as in lower grades. An examination of almost any text-book to ascertain what information is assumed, followed by some practical test to learn whether the pupils possess such information, would show, I doubt not, that fifty per cent do not. On completing the book, if the same pupil were again tested to see how much of the new subject had been assimilated, we should find out whether those persons are right who advocate the simplification of text-books and methods.

As world knowledge reaches the mind through the senses, it is important to know more of their condition. A seemingly defective sense sometimes means, doubtless, an undeveloped sense. This would demand special training without which much of the instruction will be lost. When there is a defect in the organ itself, if possible, the mechanical aid should be immediately given. Since the observing powers strengthen with age, a nearsighted person who puts on glasses late in life finds himself giving little attention to distant objects. Moreover, a nearsighted child loses much valuable information if he goes without glasses. Thus he grows up with little or no real acquaintance with

birds or trees. That aesthetic culture which comes from constantly looking upon clouds and distant objects will also be lacking. Not only will experiments upon myopia lead to the assisting of children who are already nearsighted, but also to ascertaining why there should be in upper grades a larger percentage of children who are nearsighted. Up to this time the reasons given have been purely physical, position of body, distance at which book is held, etc. Careful observations are needed to see whether nearsightedness is not quite as often due to the fact that the course leads the majority of the children to reflection too early. Unnatural introspection, reacting on the sense organs dwarfs them as much as it does the mind. This thought was first suggested by a study of two sisters who came under my observation. I am sure the nearsightedness of the one was due, not so much to physical conditions, as to the fact that her studies had made her unnaturally reflective.

Miss Wiltse's experiments (4) in the Boston schools show that sound-blindness is sufficiently wide-spread to demand attention. She tested five hundred and thirty pupils on certain monosyllables. Only thirty-four heard all. Miss Wiltse's results explain a class of stories with which we are all acquainted. A pupil is asked the typical shape of the continents. He replies "All are triangular except Africa and that is *quadruped*." Another is told to give the distinguishing mark of a vertebrate. He says, "It has twenty-four back-bones and an eternal skeleton." Another is examined as to the structure of the human body and says, "It consists of the skull which encloses the brain, (if there is any), the thorax holding the lungs, the abdomen containing the *vowels*." Many of those "quaint definitions of words" given by Mark Twain in "English as she is taught" may also be explained by sound-blindness. The investigations of Miss Wiltse furnish good illustrations of the immediate value of experimental work. Five of the children examined were so successful in their work that the teacher had given them back seats, not having observed that they watched the movements of her lips very attentively. The experiment showed that they could not hear tones twelve feet away and they were accordingly given front seats. Miss Wiltse became so much interested in a child of seven years, who was supposed to be feeble-minded, but who, out of pity had been retained in the kindergarten, that she took it to the aurist, Dr. Clarence Blake, for examination. He found that trouble with the inner ear had early caused a deafness which had arrested mental development.

The child was put under treatment and sent to the school for deafmutes to be trained.

In this State there are many inmates in the Institution for Feeble Minded Children, I am told. If the law here is the same as in several other States, it requires no special examination of the eyes and ears of applicants for admission. This is wrong. The above investigations show that a defective or diseased sense organ may give the appearance of being feeble minded, to one whose brain is not seriously affected. The affected sense organ of such a one needs to be treated by a skillful physician, and the child placed where it can be taught to gain, at least, a part of its knowledge through the other senses.

In Indiana and Pennsylvania the general use of natural gas as a fuel really requires the giving of greater attention to the examination and development of the lowest sense—smell, since it is the only sense through the aid of which destructive explosions may be avoided. My very recent arrival here renders it impossible for me to say that our proximity to Chinatown makes it desirable for purposes of protection that we give at least some attention to the development and cultivation of this organ.

To show I am really in earnest in this matter, I shall relate my experience. At various times I have made experiments upon pupils at work in the chemical laboratory which have led me to believe that the average uneducated nose is not able to do the work we have a right to expect of it. I have passed a liquid to the members of a class and asked them if they were able to smell the odor of hydrogen sulphide, or rotten eggs. Out of several hundred examined, seventy-five per cent. could smell it distinctly though neither experienced chemists nor careful chemical analysis detected a trace of it.

Not only do the senses, those direct avenues to the mind, need examination, but also the countless external and internal physical conditions which affect the development of the body, and therefore of the mind.

Recent experiments (*s*) of Mrs. Mary D. Hicks in the kindergarten schools of Boston show that the mind must be examined to find what has been conveyed to it by the senses. Mrs. Hicks had each child knead a clay ball and stick a toothpick into the right side. She asked each to draw the object just as it looked.

All drew a circle and a straight line, but scarcely one had the toothpick on the right side of the ball. Some had it running straight above the ball, some straight down, some to the left, and others diagonally; several entirely through, and others not touching the ball at all. Re-

petition of these experiments upon much older pupils brought like results. People, who are unable to draw, sometimes talk as if it were a mere matter of the hand. Do not these experiments show that inability to draw may possibly arise from inability to observe?

Certain recent investigations (6) of Mr. Edmund Noble prove that observation and experiment may suggest valuable methods of putting the child in possession of world knowledge. He tabulated children's errors in pronunciation with a view to finding out the law. He found that sounds most accurately and soonest uttered are those whose formation is most obvious as a process. Since sounds are pronounced either in the throat, or in the posterior or anterior part of the mouth, this is equivalent to saying that children give the dental and labial sounds best. Why? Previous experiments have shown that perfection of sound depends upon the vividness of percept, vividness of re-percept, and mastery of speech organs. The last two would be as likely to be as perfect in one set of organs as another. There might be a difference, however, in the vividness of the percept. The attention with which a bright child watches the teacher's mouth in learning new words proves that he also tries to use the sense of sight. That he succeeds is proved by his learning dentals and labials first, that is, those sounds in which the mouth movement is most evident. Such information is of pedagogical value since it leads the teacher to insist on attention to the mouth movement in the pronunciation of difficult words.

Observation and experiment may also be of assistance in the determination of the best method of presenting a subject. Suppose a child is to be taught something regarding the classification of things, and a given plant, say a cabbage rose, is chosen for the purpose. Rosmini (7) suggests three possible methods, to follow no order; to take the child from the individual to the larger and yet larger class, until he is brought to the knowledge of the genera of plants; or to let him pass from the general to the particular, that is, first take the cabbage rose as a type of a plant and lead him to the smaller and yet smaller class, and finally to the individual plant—the cabbage rose. The first method is unworthy of consideration, the second supposes the child first observes differences, the third likenesses. Rosmini regards the last as the best method. Some experienced teachers insist that the second method is best. When experiment has determined whether a child on being presented to a cabbage rose sees something resembling, or something different from other plants, all will agree on the same method.

In Sartor Resartus, Carlyle says, "It is the duty of the philosopher to note down with accuracy the characteristic circumstances of his education, what furthered, what hindered, what in any way modified it." If this were done in case of persons having a decided bias or even of those of a more rounded development, and these records were compared, additional knowledge would be gained concerning the most rational course of study and training. One has but to read the study that Francis Galton made of Englishmen of science (\*) to be convinced of this.

Before a given course of study can be adequately tested, maturity must have been reached, but since "play is a freely active representation of the inner life," the general tendency of any course can be almost immediately determined by observing pupils in their leisure hours. I confess I regard the way in which older pupils employ their thoughts when not immediately engaged in study as the severest criticism that can be made upon present educational methods.

A recent study (9) of an ex-teacher, Mr. John Johnson Jr., concerning the moral condition of boys, suggests valuable experimental work in the direction of morals. He finds that boys love dirt, delight in "blood and thunder stories," tell lies without fear, and take pleasure in annoying and even destroying animals. If further study substantiates these conclusions, the origin of such propensities must be learned, so that the minds of boys may be set to work upon those things which will call forth the same powers and in their influence be more elevating morally. Mr. Johnson's notion that boys are in a savage state but will develop into a civilized condition by the age of sixteen, however interesting as a theory, will be practically ignored. Researches in physiology have shown in a general way, that the human body passes through lower forms in its development, but researches in psychology have not shown that mental or moral evolution, unaided, is commensurate with physical. If this were proved, education, at least that part of which has to do with the leading out of the mind and soul, would be much less necessary.

The desirability of the kind of investigation under discussion is more readily seen when the special problems of the school room are mentioned. Nearly all will agree, I suppose, that it is impossible to decide on the best supplementary reading, the best position in writing, the best method of ventilating a given room, the best time of day for a given subject, the proper length of recitations and school hours, the propriety of having a recess, etc., etc., without observation and experiment.

Observation, however, should not be limited to the special problems of the school room. That teacher who has made such a careful study of children's collections (2) of stamps, buttons, stones, tobacco tags, etc., etc., and shown that the instinct to collect is almost universal, has made a discovery of great pedagogical value. The educational importance of what may appear at first purposeless observation is seen by considering something that was long since observed of children, namely, that they have "a longing for the far off, the strange, and the wonderful." Rosencranz explains this fact, by showing that all culture renders it necessary for the mind to make itself foreign to itself. This important principle having been deduced, the intelligent teacher seeks to embody it in his methods.

Moreover, observation and experiment cannot fail to be valuable in that they will increase the interest of teachers in such researches in psychology as are constantly being made. The fact that educational journals do not find it necessary to publish immediately the results of important psychological investigations, shows that teachers do not feel impelled to keep abreast of the subject which they are supposed to apply so carefully. For example, the researches of Cattell upon the Roman letters (10) have not yet been noticed in an educational paper, and yet no one would be willing to say that he regarded, as unimportant to educators, the discovery that the letter E and the other most commonly used letters of our alphabet are those that are most difficult to see. If the unnecessary strain upon the eye makes it desirable to discard the whole German alphabet, certainly Cattell's experiments show that the forms of some of our common letters must be changed.

Interest in experimental pedagogical work even needs to be aroused. I am told that the sale of the translation of Preyer's work on the Senses and the Will (2) has been small. The call for the recent translation of his studies on the Development of the Intellect (12) has not been greater, though it would seem that the observations which led him to take a stand against Max Muller and others, and to state that "the formation of concepts without language" is possible, would be of vital interest to teachers. This work will benefit the schools indirectly as well as directly, from the fact that it will call out individual thought on the part of teachers. In a system of schools, the teacher must give his attention mainly to applying old methods; hence, that which will develop original thought is not to be ignored.

Of late an effort has been made in the Worcester Normal School to train students for experimental work. The ordinary study of

psychology has been supplemented by original work on the part of the students in the observations of children. If psychology is to be applied properly, such work seems positively necessary. A reading course in chemistry unaccompanied by laboratory work, would be of little value to one who was preparing to be a practical chemist. One instance will suffice to show that by nature teachers are not prepared for such work. A teacher remarked recently that she was very careful to omit what did not come within the children's experience. On being asked how this was learned, she said she required those children who had never seen a given thing to raise their hands. Desire to please the teacher, timidity, the wish to appear as wise as others, the mistaking the picture for the thing itself, and numberless other considerations must have kept many of her pupils from exposing their ignorance.

The object of this paper has been to show that observation and experiment will greatly assist :

1. In grading school work.
2. In ascertaining the condition of those avenues to the mind, the five senses.
3. In helping children to make such corrections as are necessary in sense operations.
4. In discovering the best method of imparting world knowledge.
5. In determining the best course of study.
6. In drawing attention to such experimental work as is of pedagogical value.
7. In developing original thought in a larger number of teachers.
8. In answering the special questions of the school room.

Certainly no city in the United States seems to furnish more favorable conditions for scientific pedagogical work than does San Francisco. While it may be unfortunate some times that old educational forms are so easily discarded, it is just this which makes it possible to use immediately any method that grows out of an important discovery. This must be a matter of great encouragement to persons engaged in pedagogical observation and experiment, that is, in work upon which all good methods must be based.

1. For full bibliography of the subject see "Bibliography of Education," D. C. Heath & Co. The study and Observation of Children, p. 85.
2. Proceedings National Educational Association, Saratoga Springs, 1885.

3. Princeton Review, May, 1882. See also a report by Superintendent Greenwood in Proceedings of the National Teachers' Association, at Madison, 1884.
4. American Journal of Psychology, August, 1888, p. 702. "Sound-blindness. Sara E. Willse.
5. Journal of Education, Oct. 11, 1888; "Representing What We See."
6. Education, September, October, November, 1888. "Child's Speech and Law of Mispronunciation." Edmund Noble.
7. Rosmini's "Method in Education," D. C. Heath & Co.
8. Englishmen of Science. Francis Galton.
9. Popular Science Monthly, Oct. 1887, "Savagery of Boyhood." John Johnson, Jr.
10. Brain. Part XXXI, "The Inertia of the Eye and Nrain."
11. The Senses and the Will. W. Preyer, D. Appleton & Co.
12. Development of the Intellect," W. Preyer, D. Appleton & Co.

### NATURAL SCIENCE IN ELEMENTARY SCHOOLS.

The question, How shall science lessons be given? can best be answered by keeping constantly in mind the aims of science work. Whatever helps to realize these, helps to answer the question, as the ways and means must be adapted to the end in view.

In giving observation lessons upon plants, animal and minerals, which, here let me say, are elementary science lessons as well as those that have received this name in our prescribed courses of study, three conditions must obtain: First, the children must be provided with specimens; second, the school must be under the control of the teacher; third, the lesson must be prepared by the teacher in the form of question which lead step by step from the simple to the more difficult. It is evident, if the pupils are to be provided with specimens as animals, that only the smaller and simpler ones can be used, such as the starfish, sea urchin, or snail. In many of our schools the lessons on animals begin with the dog, cat or bird. Ten years ago it was almost a necessity to begin in this way; it is not so to-day. I once began a course of lessons with these familiar but extremely complex animals, and noted the result with interest. Before the course was finished, I had given up practically the four objects I aimed to accomplish. I was so thoroughly convinced that the habit of accurate observation could not be acquired by children with one specimen in the hand of the teacher, or one picture hung upon the wall, that I never repeated the experiment. I regret now that I did not preserve some of the

written work of this class, but it seemed so worthless, as compared with that done by the children of the same age who had begun the lessons with the simpler animals, that I did not keep any of it for future reference. When the class numbers fifty or sixty children, those in the back part of the schoolroom cannot see the bird or the kitten distinctly, more or less disorder prevails, and disorder always causes the premature death of science work. If the children come to the desk to examine the specimens, time is lost in going to and from the seat, especially by those whose besetting weakness is laziness, while the moments for observation at the desk must be extremely brief. Close and accurate observation of a specimen in the hand of a child develops patience, and cultivates the habit of mental equilibrium and concentration of mind for twenty or thirty minutes, as may seem desirable, which is of incalculable value.

The second condition of successful work, namely, a well governed school, is obviously one condition for all successful schoolwork. The temptation to whisper and be disorderly, caused, possibly, at first by the use of specimens, will soon be overcome if the children understand that no science lessons can be given till order is preserved. The unruly members of the class are usually the first ones to yield, as these are generally more fond of nature than of books. Many instances could be given, proving most happily the invaluable aid given by science to the teacher in the discipline of lawless children.

While the first two conditions depend for their realization upon both teacher and pupils, the third depends wholly upon the teacher. Adequate preparation must be made *before*, not during the lesson. The question must be so arranged that each lesson must be a natural growth, development from the simple to the complex. This method of questioning is the peculiar characteristic of the true science lesson, distinguishing it from the commonly accepted oral and language lesson. Furthermore, each lesson should be related, so to speak, to the lessons that precede and follow it. It can not exist as an isolated thing, but must form an important part of one complete course.—*J. M. Arms in the Copular Science Monthly for March.*

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Judge Wilson has rendered a decision in the case of the Board of Education vs. Wheeler Martin in favor of the defendant. The suit was for the recovery of a school lot to which Martin made claim.

*EXPERIMENTS THAT MAY BE USED IN CONNECTION  
WITH TEACHING SCIENTIFIC TEMPERANCE.*

By MRS. IDA M. T. BLOCHMAN W. C. T. U., STATE SUPERINTENDENT OF SCIENTIFIC TEMPERANCE INSTITUTE OF SOUTHERN CALIFORNIA.

FELLOW TEACHERS: Section one thousand six hundred and sixty-seven of the Political Code of California reads as follows: "Instruction must be given in all classes during the entire school course, in manners and morals, and upon the nature of alcoholic drinks and narcotics and their effects upon the human system." The penalty attached is the forfeiture of the school funds of any district which fails to comply with the above act.

We believe that most teachers throughout the State realize that this statute is a salutary one and hope that it will not follow the compulsory educational bill into the oblivion of our school law dead letter office; we also believe that teachers who are not carrying it out in the spirit in which it was enacted are failing, not from any hostility to the principle embodied in the law, but from ignorance of methods of presenting the subject so as to make it attractive to the pupils.

Feeling this want, with the Editor's consent and the endorsement of the W. C. T. U. of Southern California, I have undertaken to prepare a few articles on the subject for the PACIFIC EDUCATIONAL JOURNAL.

They will consist, in most part, of object lessons adapted to primary classes, and experiments for the grammar grades. They are not designed to include all that should be taught as Scientific Temperance, but only to supplement some text book on the subject. In counties where the Board of Education has not adopted a text book, until the State Physiology makes its appearance, I would suggest that teachers fortify themselves mentally for the work by reading the Pathfinder, published by A. S. Barnes & Co., Smith's series of Physiologies published by Ivison, Blakeman, Taylor & Co., or any other of the many Physiologies approved by the National W. C. T. U.

There are many legitimate uses for alcohol; in the arts, sciences and medicine, it at the present, seems to be indispensable. Alcohol, its physical properties and legitimate uses will furnish the material for this month's experiments.

Apparatus needed: Small bottle of alcohol, another of water, a teaspoon, candle, lamp, alcohol lamp, matches, mercurial thermometer, alcohol thermometer, bit of gum shellac and gum camphor, a mouse or any small animal preserved in alcohol, a white saucer, tincture of arnica, some young grass blades that have been steeped in alcohol over night, and several clean vials or test tubes.

Let pupils notice similarity in appearance and dissimilarity in smell of water and alcohol.

Pour a small portion of alcohol into the palm of one hand and water into the other and let them notice that the alcohol disappears first and leaves that hand colder than the other.

Pour alcohol and water together in about eight equal parts in a thin glass bottle or test tube and let the pupils feel that the resulting mixture is warmer than either liquid before uniting. Explain that this is on account of the great attraction which alcohol and water have for each other.

After exhibiting a bit of gum shellac, put a piece into each bottle, pour alcohol on one and water on the other, in a few minutes the former will be dissolved but the other will be unchanged. Explain that the dissolved gum is now varnish and that cabinet makers do not yet know of anything that is so good as alcohol for a solvent. Treat some bits of gum camphor in the same way.

Light a candle and hold saucer or any other piece of clean white porcelain over the blaze; show the class that it is blackened; the lamp will also blacken it; then hold it over the blaze of the alcohol lamp or if not able to procure one, over some burning alcohol in a teaspoon and notice that it is now not blackened.

Burn some alcohol in a teaspoon and ask pupil to observe that the blaze is bluish and does not give much light. The property of not smoking makes an alcohol lamp much better for jewelers, druggists and others to use in their work than any other kind.

The evening before the lesson is given put grass blades or any tender vegetation to steep in alcohol. It can now be shown to the class. The grass will have lost its color and the alcohol be a bright green from the extracted chlorophyll. If some thin slices of carrot are soaked in alcohol a few days before and the colored alcohol resulting be allowed to evaporate, small reddish brown crystals of a substance called *carotin* can be seen. Explain that this property which alcohol has of extract-

ing coloring matters and medicinal properties is made use of by chemists in many instructive experiments, also by druggists in the preparation of various tinctures, as tincture of arnica, iodine, and the like.

Show the mouse or other small animal preserved in alcohol and explain that the alcohol has such an attraction for the water in the tissues of the dead body that it extracts it and that the tissues become hardened. This property of alcohol makes it indispensable to curators of museums in preserving many of their specimens.

Show both mercurial and alcohol thermometers, if possible to obtain the latter, and explain that mercury freezes and becomes useless for the purpose at  $40^{\circ}$ ; alcohol will not freeze by any natural cold and therefore the alcohol thermometer is used by arctic explorers and others living in cold countries where the temperature falls below  $40^{\circ}$ .

Some of the above illustrations may seem very simple but I have found that when an experiment is to be performed or any kind of an object lesson given, even gray-beards become as little children.

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#### WHY SHOULD I SPELL CORRECTLY?

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[A THEME BY A MEMBER OF THE FRESHMAN CLASS OF THE STATE UNIVERSITY.]

If we first consider what constitutes correct spelling, we readily derive some reasons for its defence. It is, I think, that uniform method which general usage sanctions. We can but admit the necessity of a uniform spelling, for the argument is maintained at least on the ground of convenience and intelligibility.

We are now led to seek the origin of this system, which popular sentiment makes correct. It is not an invention, but the rules and principles discovered in its formation are above human device and are taken from the great book of nature. Its growth has been slow, steady, and unaffected by the legislation of man. Through its relation to language, it is a function of the human mind.

Let us, for a moment, consider the subject in this narrow sense, as applying to a language of this long and slow development. Each one of us, on coming into the world, is heir to a mother tongue, a common legacy handed down from generation to generation, enriched and varied in its descent. Few of us realize the value of this heritage, or the responsibility we should feel in its management, until we think of its history and development. It began when the race began, and ad-

vances as the nation advances. Its limits have extended in proportion to the increase of human knowledge. On its delicate surface, History has left her imprint of treaty and invasion, victory and defeat. Thus language is a part of the organic growth of a nation, and as one of the characteristics which gives a people individuality, should not be disfigured by poor spelling.

Then, there is a certain connection which a language has with its parent languages, and a means of tracing them all to a common ancestor, which would be lost by changing the orthography. Some most remarkable facts in history have been brought to light through the study of comparative philology.

Viewing the subject in this light, we are impressed with the importance of keeping our language in a state of purity, and of carefully guarding the treasures hidden in its spelling. It is a duty which every person, loyal to his native language, will respect.

So far, I have treated the subject in its relations to language and to mankind; but it has another bearing, which, if not more important, is more personal and comes nearer to the morals of the individual.

First, let us consider its effect on memory. This function of the mind, like all others, is to be strengthened only by constant and careful exercise. To enlarge the scope of the memory, this exercise must be accompanied by some effort. As in the training of muscles, it must reach those parts not affected by the usual pursuits, otherwise it does not add to the strength of the whole. We suppose the case of a person whose spelling is generally good, but who does not strive for absolute correctness. No effort of will or memory is employed. But the moment he resolves to give this matter his attention, there is an awakening of vigilance and an exercise of memory. He hesitates on the spelling of a word, and refers to the dictionary, but with a different motive than formerly. Aside from the immediate use which he wishes to make of the word, there is a desire to stow it away in his memory for future use. This habit of grasping and retaining thus acquired, is valuable in every department of research.

"Trifles make the world," says an old but true adage. It is only by attention to details and to minor points, that great results are brought about, however much are scorned the base degrees." So universally true is this, that it enters into our code of morals, as one of the things to be made habitual. The greatest issues often turn on the smallest detail. Who can tell of the battles lost and cities taken by as little

thing as a word? And will it not make a very material difference in the shaping of our own careers if we cultivate thoroughness in all our actions?

I do not wish to call spelling a trifle, but in the art of composition it is at least an elementary matter, and while not so important as the thought to be expressed, its neglect shows a state of mind incapable of careful thought. The root of the evil is not poor spelling in itself, but the moral and mental state which allows this weakness. Should I realize that my spelling was faulty and not endeavor to correct it, I would not improve my manners, did I know they were offensive. Thus we have a matter not so wrong in itself, as on account of the evils associated with it.

In spite of his own struggle for the contrary, man is naturally a consistent being, and is good or bad as his separate actions are good or bad. Perhaps it is unfair to judge one's character by a single bad action. You say that his conduct is generally good. But does not the evil intent which prompted that wrong still lurk in his nature? Can the demoralization be confined to one class of actions without contaminating his whole character? I cannot reconcile a true Christian with dissipation, a disciplinarian with uncontrolled temper, or a thoughtful student with poor spelling.

CHAS. L. TURNER.

## HISTORY AND POLITICS.

### FIRST PAPER.

I feel quite sure that all school histories are constructed upon a plan which sooner or later will be changed. For years I have grown more and more confident that the proper way to teach history was by topics, and I think there are a great many of our best educators who have the same belief. Why, then, is there no topical United States history written? One of the great stumbling blocks is this: A history so constructed could hardly avoid taking up and treating quite fully some topics now ignored, or but incidentally mentioned in our histories. People are yet sore upon the slavery question; they are tender about the tariff; they may not want to see their party history laid before the prejudiced child, and they want religion kept far from the school-room door, unless the preacher is there to attend to it.

The State of Kansas voted overwhelmingly for the tariff and pays free trade advocates to teach in her State University. Would it be any worse for a Democratic district to hire a Republican to teach their children United States History? Perhaps it would. But then the question here is, can we teach history properly and not train up a child to be a partisan? I doubt it.

If we are to make thinking voters, they must study our politics and the history of our political parties. The question of State's rights or centralization, of tariff or free trade, of gold, bimetalism, or greenbacks, of prohibition or license—these are questions to study by the light of history, and if we take sides we cannot escape being called a partisan. As a man is blamed for the deeds he has done, even though he may claim to have reformed, so is a party made to suffer for its past misdeeds and its reformation is always looked upon with suspicion.

From the days of Washington our political history is mainly a history of the two great parties of the present day. Yet most of the main points of our history are glossed over because a plain statement of facts would be offensive to one or the other of our political parties.

Not only has the election of our officers depended upon partisan feelings, but the admission of our States, their size and boundaries at times, the ratio of representation, the amendments to the Constitution, the war with Mexico, the acquisition of a great part of our territory, and a great portion of our present and past legislation. What one party approved the other felt bound to oppose, and where one party stands to-day, the other may be on the morrow, if it thinks it can carry off the honors.

The mere memorizing of facts and dates is of little worth to pupil or teacher, and an examination in history which calls for such things only is valueless. If we are to get moral lessons from history, can we avoid showing up the bad deeds a party has done? If no decisions are asked for, the lessons of history are lost. If the child is to decide, can the teacher avoid throwing his influence toward his own party? The great majority of teachers are Republicans and no doubt the Democrats would feel aggrieved should they blame the party for slavery, the Civil War, the Mexican War, and the present condition in some Southern States. So, on the other hand, would the Republicans be wroth, were their children taught the advantages of free trade, of State sovereignty and of other beliefs held by some Democrats.

The fact still remains, that so long as we teach history properly, so long will these questions arise to be decided, and so long as there are two parties there will be some whose feelings will be hurt.

In going over the history of the two parties, once in my school, I had two of my Trustees as visitors—one a strong Democrat, the other an equally strong Republican. The former denounced me on his return as a black abolitionist, while the other told me in a grieved tone that he had alwas supposed before, that I was a Republican.

So I think it quite probable that the teachers who first try to teach United States History in a judicial manner, as well as the writer, who just plainly states facts as they are, will be badly "sat down upon."  
 Springville, Cal. C. M. DRAKE.

### SUPPLEMENTARY READING IN SCHOOLS.

Supplementary Reading is a topic which is only in its infancy, but already its voice is being lifted. The volume of sound uttered is not considerable, but the cry is as yet somewhat inarticulate. Shall we endeavor to prophesy some of the forms which its speed will assume, and some of the demands which will be put forward in its behalf?

The books chosen for supplementary reading must be pure and wholesomely stimulating. Stimulating, since otherwise they will not be read with zest; wholesomely stimulating, otherwise they leave the mind worse than they found it; pure, because there are fountains enough of impurity, without introducing new ones into the school curriculum.

Next, the supplementary reading must be nutritious. It must be compounded of information, appeals to the various faculties of human nature, especially the nobler ones, and food for reflection. It must seem to repay thought, re-reading, study, yet be enjoyable and measurably intelligible the first time it is perused.

It must not be an 'adapted' literature, studiously brought down to the apprehension of children. One of the most amusing little poems I know is this by Frederick Locker:

I recollect a nurse called Ann  
 Who carried me about the grass,  
 And one fine day a fine young man  
 Came up, and kiss'd the pretty lass.  
 She did not make the least objection!  
 Thinks I, "A ha!  
 When I can talk I'll tell Mamma,"  
 And that's my earliest recollection.

I sometimes wonder what children—even quite small children—would say of us if they could talk, that is, if they could fully express their estimates of us and the silly twaddle upon which we often try to rear them. *The proper sort of grown up literature is the best literature for the child.* Is the story of Joseph, in which every child deluged with mere infant school babble? Was Robinson Crusoe originally a child's book? or the Arabian Nights? or Pilgrim's Progress? We have been leveling down too long, trying to fit everything to the juvenile apprehension, as we have imagined it. It is now time to do a little leveling up. Suppose that the child does not fully comprehend everything in Irving's Sketch Book. Do you, my good sir, or my dear madam, fail to comprehend everything you read in last month's *Harper or Century*? If so, you are a very wise person or else you read very little; yet you do not think the hours spent over the magazine were wasted, *effort to comprehend something which interests us, but to which our mental grasp is not yet equal, is one of the most valuable means of education in every shape of advancement.*

The extracts chosen must be complete in themselves, at least in the works of literary art. If they must not be 'adapted' neither must they be abridged, at least not to the detriment of their structure and their organic unity and proportion. Herein, as well as in other respects, most of the ordinary school readers are at fault.

If annotations are provided, they must be few, brief, and confined to essential matters. Fully annotated editions have their place, but not as mere *reading books*.

Finally, the works chosen must be such as to widen the child's horizon, and lift it into an unworked sphere of vision. This they may do without being untrue to the facts of life. Nay, they will do it best in proportion as they are true to the deepest facts of life. Plutarch's Lives, though Plutarch's men had never existed, may teach more and higher truth than an account of Jupiter's moons or the productions of Central America.

If now, I were asked where a goodly supply of such supplementary reading is to be found, I should be constrained to reply. Most is available in two lines, one published by Houghton, Mifflin & Co., and the other by Ginn & Co. The former is the Riverside Literature series issued in paper covers at 15c. per number; the latter is the Classics for Children, varying in price from 20c. to 75c. in boards, or 25c. to \$1.00 in cloth, these being introduction prices. The Riverside booklets

chiefly American; the classics are cosmopolitan. Houghton, Mifflin & Co. give us Longfellow, Whittier, Holmes, Lowell, Bayard Taylor, Thoreau, Burroughs, but also something of Washington, Lincoln and Franklin. Ginn & Co. range in their selections from Æsop to Anderson of Fairy Lore, from the Water Babies of Kingsley to the Washington and his Country, of Irving and Fiske, from Shakespeare to Scott, from Gulliver to Rasselas. Both series are well printed on good paper. The Classics for Children are substantially bound, while the Riverside Pamphlets are in paper covers. An average number of the latter will contain the matter of Evangeline, or half of Hiawatha. The Vicar of Wakefield is contained in a 30c. volume (boards) of the Classics for Children.

It will be seen that there is considerable room for choice, even in the books already provided for this purpose; it rests with teachers and Boards of Education to insure that their choice should be a wise one.

ALBERT S. COOK.

### COMPOSITION.

Although I have met with a moderate degree of success in teaching the important subject of composition, I do not desire to be understood, as claiming any especially original or superior method of so doing. Nor have I aimed, in the preparation of the outline of work pursued, at rhetorical effect; but simply to make the few ideas presented as practicable as possible.

I present in this paper a cursory plans of such methods of teaching Primary, Intermediate, and Advanced Composition as I have found practicable in teaching an ungraded Grammar School.

I commence the primary as soon as the pupils have completed the study of the Chart and are ready to take up the work of the First Reader. If they have been properly taught they can now give orally short but complete sentences, and can form with a fair degree of skill all the small script letters, and many of the capitals. They are now ready for the first step in primary composition; viz: Copying or Mechanical Work. They are required to copy their reading lessons, or part of them on their slates. Instruction and close criticism is given on the arrangement of the same in regard to the margin, setting in to the right the first word of each paragraph, use of capital letters, punctuation marks, and spelling. Occasionally a short simple poem is given them to copy, and they are required to arrange it properly. They then

hand their slates to more advanced pupils for correction while the attention of both is directed to the lesson properly written upon the blackboard. The mistakes on slates are required to be marked with the number reported. If many errors are made the lesson is repeated until a marked improvement is shown by the class.

If the course is thoroughly followed, upon the first completion of the First Reader, the class will be well prepared to take the second step in primary composition; viz: Filling out blanks in sentences, such as are found in the readers, and others, improvised by the teacher and placed upon the blackboard. This work in connection with the first should be continued until the class is ready to take up the work of the Second Reader.

Now, begins, what proves to the child, to be the most interesting part of primary composition; viz. Descriptive work, or writing stories about pictures. Each member of the class is required to purchase a blank book costing five or ten cents, and to bring in a collection of pictures, such as advertising cards and wood cuts such as are found in juvenile books. They are aided in making a choice from the collection and required to paste a picture on each page of their blank book. As they look at each picture they give each story a title, corresponding with the picture. They write on blank paper with a lead pencil. Plain blank paper or common wrapping paper will answer the purpose nicely. Pupils of an advanced class mark all the errors they can find on the first set of papers, and the class rewrite corrected papers. These are rewritten the second time after being corrected by the teacher. Each story is now ready to be written in the blank books with ink or pencil, as may be preferred.

Children take pleasure in this kind of work, and will occasionally surprise and delight you with their descriptive and imaginative power. Then, too, they take pride in the *mere idea* of writing a book. These books should not be left in the children's desks to be mutilated or soiled, but should be kept in the school library or the teacher's office.

I saw very pretty and unique specimens of the same idea in some of the exhibit at the recent N. E. A. They consisted of stories written about *original drawings*. One is especially worthy of notice. It was a story about a lead pencil drawing of a little school girl, drawn in quaint style. She wore a broad-brimmed hat and a long-sleeved apron, and carried a book satchel in one hand. Her hair was combed

back from her face very straight, and hung in a long stiff braid behind. Altogether her appearance was quite comical, and was perfectly described.

After thorough drill in this primary work the pupils will be well prepared even before completing the Second Reader and upon taking up the first part of the Third Reader for the work of Intermediate Composition. The three methods used are interchanged as much as possible in preference to pursuing a regular routine.

Sometimes a series of questions connected with a certain topic is written upon the blackboard about a week previous to the time of writing upon the subject. The pupils are required to copy them and look up the answers in the meantime, and when the time for writing arrives to have their thoughts nicely arranged and place them upon paper within an hour.

Sometimes a dictation exercise is given upon some interesting subject within their comprehension, but out side of their text books. At other times a Natural History sketch, a story recording a noble deed, one containing a striking moral, or a fairy tale is read or told, and they are required to write all they can remember. These compositions are first corrected by the next advanced class and rewritten. They are then corrected by the teacher and rewritten the second time, when they receive a percentage mark and are returned to the owner.

The advance work of composition is also divided into three divisions.

The first consists of biographical sketches of historical and literary characters. The pupils are assigned or allowed to choose a topic, and are allowed a week or two to read up the subject. They are then required to write during school hours in a given time, all they can remember.

Second. They are required to paraphrase some poem from their reader or one written upon the blackboard.

Third. Outlines of history, physical and local geography and miscellaneous topics are placed upon the blackboard. Those on history and geography should be frequent and serve as reviews. They should be read and receive criticism during class recitations. They are an incentive to research, and may be found especially valuable in teaching local geography as they have a tendency to fix in the memory the location of important cities and the historical and other associations connected therewith. The customs of the people, style of dress, etc.,

can be dwelled upon also. In this way, pupils, instead of learning a few dry facts, soon to be forgotten by the means of *dots* and *boundaries*, will become familiar with at least *one distinct idea* in regard to every place of importance upon the globe. After completing the study of a map, each pupil in a class should be assigned one city about which to write a composition of not less than fifty words. These should be read in the class, criticized, and notes taken therefrom of the most important facts by the class. These can be combined into a lengthy essay with profit if desired and time permits. If the outline of a topic outside of the regular text books is given, a week or more should be allowed pupils for research, taking notes, and writing a rough essay. They should then be required to write one neatly arranged in a given time. It should then be corrected by the teacher and rewritten by the pupils. If they have had careful training from the primary grade up to the advanced grade much correction will not be necessary.

The outline of work presented, entails careful supervision on the part of the teacher and some work out of school hours; but I appeal to your good judgments if the results obtained are not worth the personal sacrifice made. What more practical work can we do in the school room? What greater source of usefulness or more abiding personal pleasure can we place within the command of our pupils than the mastery of good, pure English, and the ability of placing their thoughts upon paper correctly and with dispatch. Granted, the masses taught will never reach beyond mediocrity. Is it folly then, to hope that now and then a Bret Harte, a Washington Irving, a Prescott, a Harriet Beecher Stowe, or a Longfellow may rise up to call us blessed, and point to us as the awakeners of the latent genius within them?

MRS. H. A. MORGAN,  
Vallicita, Cal.

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#### THE NASHVILLE CAMPAIGN, N. E. A., 1889.

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##### II.

At one o'clock on the afternoon of Tuesday, July 16, the members of the N. E. A. and all their friends will be invited to a barbecue in one of the groves near Nashville. Welcome will be extended by officers of the State of Tennessee and of the city; and the officers of the Association, and others, will respond on behalf of the guests. Then the roasted ox will be taken from the spit and flayed, and viands such as the South

can supply will tempt the appetite of all the guests ; and sociability will thrive on the full stomach.

At an early hour in the evening the directors of the Association will meet for business. At eight o'clock the regular program will be begun. Manual training is not a new subject, but, like temperance, it is not hackneyed. Prof. C. M. Woodward, of St. Louis, will describe the results in his school. He is the apostle of this kind of training. He has been heard often, but he is always interesting. He believes in what he advocates, but he is not dogmatic. "Dogmatism is puppyism grown up." He commands the attention of his audience, and none hear him without admiring and loving him. Dr. Wm. T. Harris will discuss the "Intellectual Value of Tool Work." This philosophical thinker and calm reasoner needs no introduction to the educational world on either continent. "The Relation to Practical Pursuits" will be discussed by Dr. S. H. Peabody, of Illinois. He is a level-headed man, not given to extremes. He is not an advocate. His positions are fortified. "The Effect upon the Usefulness of Public Schools" will be described by Hon. E. E. White, of Cincinnati, and his clear logic and great experience give weight to all his utterances. For dispassionate discussion this gentleman's power is unsurpassed. "To What Extent it may be Introduced into the Public Schools" will be explained by Henry A. Wise, of Baltimore. The school in that city has furnished data for an opinion which will have weight. Mr. Wise is a veteran in school work, and he is eminently fair in his conclusions and cautious in his judgments. Mr. Aaron Gove, of Denver, will continue the discussion with his well-known terseness and power.

This subject of "Manual Training" has appeared on the program of the N. E. A., and of other of the departments than its own, on several occasions ; at the meeting of the Department of Superintendence in Washington, March 6-8, there was a rehearsal of the above. It was extremely interesting. It was like a battle of the giants ; and I may remark that the guns were not all on one side. There will be a rare treat at Nashville on the evening in question.

It may be remembered by some that the present president of the N. E. A. has expressed himself on this subject on a former occasion, and it has been suggested that the above list of speakers is rather one-sided. But there are two who favor the new kind of education, and one neutral, while three are supposed by some to be opposed. The eminence of each of the speakers, and their standing in the educational

world assures us that what they say will be valuable, whatever the conclusions on the main question. And what we seek is truth and not the mere advocacy of an opinion. But if the evidence, or the weight of the evidence, on this occasion, so far as the opinions of the speakers previously expressed goes, shall prove to be opposed to manual training, such is not the case with any of the previous programs on this subject. The proportion has usually been three *pros* to one *con.* If, then, the boot is for once on the other foot, if the other ox is for once yoked, we must try to put up with it and trust to the future. Truth is mighty, and it will at last prevail.

Denominational schools will be discussed by Bishop Keane, president of the Catholic University to be established at Washington; by Edward C. Mead, of Boston, whose quality appears in his recent pamphlet on a similar question; by Cardinal Gibbons of Baltimore; and, it is expected, by Senator Hoar.

This is one of the live questions of the day. Good and only good can result from its dispassionate consideration. The best thing for education in this country will come all the sooner by the very best representation of its various phases by the ablest speakers. The character of these is a guarantee that we shall not be regaled with any mere anti-papery or anti-protestantism. This is not a sectarian question; it is an American question, and it has to do with the future of the republic and its citizens. This session will be devoted to this great question discussed by men eminent for their connection with the higher education, and distinguished in other fields of public service. The teachers of the country have rarely had an opportunity to listen to a discussion of so great promise.

Religious Education in the Public Schools, by Pres. W. W. Prescott, of Battle Creek, Mich., will conclude this session if there is time. These papers will be brief, crisp, and logical, and the positions taken will doubtless give rise to further discussion through the press or in future meetings.

A. P. MARBLE, *President of the N. E. A.*, 1889.

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The Board of Supervisors of San Francisco should at once pass an ordinance requiring all cable car companies to attach guards to their cars. The constant repetition of so-called accidents on these roads makes such a course necessary.—*Ex.*

## Reading Circle Department.

### CALIFORNIA STATE TEACHERS' READING CIRCLE.

The State Reading Circle has been organized as an aid and stimulus to the teachers of California in their efforts for professional improvement and self-culture. The latter must necessarily lead to the former, while the former will continually call for a widening of the mental horizon. It is believed also that an organization like the one proposed will give that strength that comes from unity of purpose and effort, and make the Reading Circle an intellectual power in the State.

#### COURSE OF STUDY.

For 1889, and henceforth, we offer five separate courses, as follows: I, Professional; II, Science; III, Literary; IV, History; V, Normal.

These courses are elective. Members may choose any one they wish, or make from the books named in the several courses, a miscellaneous course. Whenever a member reads and passes a satisfactory examination upon any four books, a Certificate for one year's reading will be issued by the State Board of Counselors, and four of these Certificates shall entitle a member to a diploma of Graduation.

Those who are reading the books in the courses of 1887 and 1888 may continue the same and receive credit therefor.

#### PROFESSIONAL COURSE.

	Net Prices.
Spencer on Education.....	\$ 95*
Allen's Mind Studies for Young Teachers, paper 30 cts., cloth..	45
White's Elements of Pedagogy.....	1 10
Radstock's Habit in Education.....	60
Rosmini's Method in Education .....	1 40
Froebel's (Hailman) Education of Man.....	1 13*

#### SCIENCE COURSE.

Astronomy by Observation, by Eliza A. Bowen.....	\$1 00*
Clarke's Elements of Chemistry.....	1 20*
Youman's Descriptive Botany.....	1 20*
Jevon's Primer of Political Economy.....	35*
Steele's New Popular Zoology.....	1 40

## PSYCHOLOGY—

Sully's Hand Book.....	1 1
Baldwin's Elementary or.....	1 1
Welch's Teacher's.....	1 1

## LITERARY COURSE.

Henry Esmond.....	paper, 20 cts., cloth, \$
Romola.....	" 30 " "
Dicken's Tale of Two Cities.....	" 20 " "
Studies in Longfellow.....	paper,
Merchant of Venice (Rolfe's Notes).....	cloth,
Julius Cæsar " ".....	"
Carlyle's Heroes and Hero Worship.....	paper, 20 cts., "

## HISTORY COURSE.

Washington and his Country.....	\$1 1
Creasy's Decisive Battles.....	4
Arnold's Lectures on Modern History.....	1 1
History Primer of Rome.....	35
History Primer of Greece.....	35

## NORMAL COURSE NO. 1.

Story of Assyria.....	\$1 20
Story of Persia.....	1 20
Zenobia, by W. Ware.....	1 00
Rosenkranz' Philosophy of Education (Rolfe's Notes).....	1 12
Scott's Lay of the Last Minstrel.....	60
Lowell's Vision of Sir Launfal.....	paper, 1

## NORMAL COURSE NO. 2.

Story of Greece.....	cloth, \$1 2
Story of Alexander's Empire.....	" 1 2
Aspasia, by Robert Hamerling.....	paper, 80 cts., " 1 4
Compayre's History of Pedagogy.....	" 1 6
Alhambra. Irving.....	paper, 15 cts., " 7
Preparatory Greek Course in English. Wilkinson.....	1 1

\*Books marked with a star have net prices and if ordered sent by mail, add 15 cents for postage.

Publishers give the members of the Reading Circle liberal discount on the books embraced in the several courses. When members are unable to secure books from local dealers at reasonable rates, they will be supplied by the Secretary on receipt of price.

## MEMBERSHIP AND FEES.

Any teachers, or other person interested, may become a member by paying an annual fee of fifty cents. Of this fee, thirty-five cents is to be forward to the Secretary of the State Circle to defray the necessary expenses of printing, etc. The remainder is retained by the local Secretary. Individual members remit the whole amount.

## LOCAL CIRCLES.

Whenever it is possible, two or more members are urged to organize Local Circles. Whenever such organization is effected, a Leader and a Secretary must be chosen, and notice of the organization of such Local Circle, the members and officers, should be sent at once to the County or State Secretary. All communications to the Local Circles will be sent to the Secretary.

Local Circles should meet at least twice a month for the purpose of discussing the work. Let each one study the work assigned, and endeavor to make it useful and practical, not only to himself but to his associates.

## COUNTY CIRCLES.

County Superintendents are urged to organize Circles in their respective counties, by causing to be chosen four teachers, as County Directors. These, with the County Superintendent, upon communicating with the State Counselors will be confirmed as members of the State Circle. These five elect their own officers, fill vacancies that may occur, collect dues, and supervise the local work.

Teachers, or other individuals, whose location makes it inexpedient for them to unite with Local Circles, are invited to become members of the State Circle. The Secretary will forward them direct, all information sent to Local Secretaries.

## PLAN OF WORK.

The Board of Managers will prepare outlines for the study of the work assigned. We seek for more than merely the reading; we aim at careful study, and the thinking out of the subject. These outlines will be suggestive, and aid in fully grasping the work.

From time to time inquiries will be sent out to the members to ascertain how they are progressing, as the Board wishes to know all the time how the work is going on.

When the work has been finished a set of questions will be submitted to the members, by means of which they will know how far the study has been profitable.

We desire every member to be thoroughly informed upon the plans and methods of work. Inquiries addressed to any of the Counselors or to the Secretary will be cheerfully answered, and in every way possible assistance will be afforded the members to carry on their work successfully.

#### MORE MEMBERS.

It would be very desirable to enroll every teacher in the State. If your friend or acquaintance has not already been enrolled, will you not urge the matter? Many are preparing for the profession, and it would be well for them to join our ranks, as it will the better fit them for their future work. There are others, not engaged in teaching, yet interested in our work; try to secure their co-operation.

The outlook for 1889 is very promising; several new Circles have already been formed. Let the old members renew their allegiance and send in their dues at once, and secure all the new members possible.

We are doing an important work and it behooves each one to do his whole duty. Let no excuse or indifference influence us to neglect any part. The aim of the work is to make us all better teachers. The responsibility rests upon each one individually. Therefore let each one be able to say at the annual meeting: "I have done my duty and have contributed my part in this movement." The effect thus put forth will crown our Reading Circle as a complete success.

#### BOARD OF COUNSELORS FOR 1889.

HON. IRA. G. HOITT, *Ex-Officio*, State Supt. of Public Instruction.

CHAS. E. HUTTON, Principal of High School, Santa Rosa.

F. H. CLARK, Principal of High School, Los Angeles.

MRS. K. B. FISHER, 2nd Vice-Principal of High School, Oakland.

MISS MARY J. WATSON, Principal of Grammar School, Sacramento.

M. BABCOCK, Deputy Supt. of Schools, San Francisco.

D. C. CLARK, Principal of High School, Santa Cruz.

#### OFFICERS OF THE BOARD.

D. C. CLARK, President,

M. BABCOCK, Vice-President,

MISS LILLIAN A. HOWARD, Secretary and Treasurer.

All communications may be addressed to the Secretary and Treasurer, Santa Cruz, Cal.

President Harrison is a physiognomist. He has great confidence in his ability to read character through the expression of the human face. There is a fascination for him in the pursuit of theoretical science.

## Institute Department.

### SONOMA COUNTY NORMAL INSTITUTE.

The twenty-sixth annual session of the Teachers' Institute of Sonoma County was held in Santa Rosa, April 8-12, 1889.

County Superintendent Mrs. F. McG. Martin called to order, and the Institute was organized by the election of Mrs. J. E. Woodworth, Mrs. M. A. Wymore, Mr. C. W. Otis, and Mr. J. E. Metzger as Vice-Presidents and Mr. W. H. Nelson as Secretary.

After a few general remarks and directions by the Superintendent, she presented to the teachers Prof. C. H. McGrew, of San Jose—Institute Conductor—who gave a valuable and interesting talk upon "The Normal Institute as a Professional School; Its Character, Work and Advantages over Old Systems."

At 1:30 P. M. the roll call showed that 182 of the 186 teachers of Sonoma County were present; the four cases of absence being caused by serious illness.

The afternoon session was opened by a pleasing musical selection. Prof. C. H. McGrew then ably enlarged upon the principle, "The Unfolding Powers and Growing Capacity of the Child must Control all True Teaching."

Miss Mamie Calhoun, of Healdsburg, read a paper which treated of the principle discussed by Prof. McGrew in teaching reading, classification and pronunciation in readers. She was followed by Miss Minnie Reed of Santa Rosa, whose paper treated on the same principle as applied to teaching arithmetic, value of comprehension and mastery. During the evening exercises J. C. Sims, Esq., delivered an address of welcome, which was responded to in a humorous way by Anna M. Weeks, of Bodega.

Following the response was the Superintendent's annual address, which took up the history of Institutes in California, beginning with the State Institute of May, 1863; that year being chosen because in the Fall Sonoma County's first Institute was held. The twenty-six years which have elapsed since the first meeting were shown to have been years of progress in educational matters. Teachers were enjoined to make their professional meetings worthy of the name. Educational affairs of the county for the past year were reviewed. Teachers were urged to make their work practical and to be thorough in all things undertaken; to "study the order of the natural development of

the child's mind and make him the center about which must be drawn ever widening circles of progress, not a kind of reservoir in which must be poured pell mell all the accumulated learning of the ages."

On the second day the teachers met in two primary sections and one grammar section, the primary being led by Prof. McGrew and Miss Louise Smyth and the grammar by H. C. Petray and Prof. Charles E. Hutton. In the afternoon Prof. McGrew gave an address on "The True Education We must Cultivate the Child's Powers of Observation, Thought and Expression." I. S. Crawford, of Petaluma, read a thoughtful paper on "Language as a Means of Cultivating the Powers of Thought and Expression," and he was followed by Mrs. J. E. Woodworth of Petaluma, who read a paper discussing the value of geography as conducing to the same end. Tuesday evening Dr. McKenzie, of San Francisco, delivered an entertaining lecture entitled "Castles in the Air."

Section work was resumed Wednesday morning, the County Superintendent, Mr. F. A. Cromwell, H. R. Bull and Prof. McGrew taking leading parts. In the afternoon Prof. McGrew discussed "Sense Culture and Manual Training" and Mrs. R. R. Johnston of Oakland gave an address upon "Scientific Temperance Instruction in the Public Schools." Miss Mary Stone read a paper on "Industrial Drawing" and Miss Amanda Hinshaw one on "Kindergarten Materials and Methods." Dr. C. C. Stratton gave a lecture Wednesday evening on "The Responsibilities of Educated Mind."

Thursday morning was devoted to section work. State Supt. Hoitt and Deputy State Supt. Mrs. Julia B. Hoitt were present. Mrs. Hoitt gave an interesting and valuable discourse to the Geography section. At the meeting in the afternoon Supt. Hoitt addressed the teachers upon educational matters in general. Prof. McGrew, C. W. Grov and G. W. F. Forsythe followed with addresses and papers. Thursday evening Supt. Hoitt gave another valuable address in which he gave some sound advice to teachers.

Friday morning was devoted to section work and the afternoon to reports of committees and the adoption of resolutions.

The exercises of the week were of an exceedingly helpful nature and all returned to their several fields of labor feeling that the time had been profitably spent.

#### LOS ANGELES COUNTY INSTITUTE.

The teachers of Los Angeles County, at the summons of Supt. V. W. Seaman, assembled on Monday, April 1, for the annual institute. In opening the session, Supt. Seaman presented statistics collated from school returns since 1885, showing a remarkable increase in the number of teachers employed in the county. The number in attendance was 421, representing 123 districts.

The program provided separate work for Primary, Intermediate and Grammar sections on the forenoons of Tuesday, Wednesday and Thursday, with general sessions afternoons and on Friday. Monday afternoon was devoted to organization, an address by Thos. A. Saxon, Pres. Co. Bd. of Ed., and exercises conducted by the Teachers' Reading Circle. The Institute was organized with the following officers: President, W. W. Seaman; Vice-Presidents, W. M. Friesner, E. T. Pierce, J. W. Hinton, J. N. Keran; Secretary, F. H. Clark, Assistant Secretary, C. E. Jones.

A feeling of mutual good-will and enthusiasm was infused into the assembly by means of a social entertainment for the teachers and their friends on Monday evening. A liberal supply of coffee and ice cream added to the enjoyment of the evening, the first part of which was devoted to the following program: 1, Music, Spring Song, Orchestra of Los Angeles High School. 2, Invocation, Rev. M. M. Bovard, President University of Southern California. 3, Song, Y. M. C. A. Quartette. 4, Vocal Solo, Miss Leila Breed. 5, Address of Welcome, Hon. H. T. Hazard, Mayor of Los Angeles city. 6, Response, Supt. M. Manly, Santa Ana. 7, Selection from Traviata, High School Orchestra. 8, Vocal Solo, James A. Foshay. 9, Address, Prin. Ira More, Normal School. 10, Song, Y. M. C. A. Quartette. 11, Address, Supt. Ira G. Hoitt. 12, Vocal Solo, Miss Leila Breed. 13, Recitation, Henry Ludlam, B. E. 14, Selection from Girofle—Girofla.

Supt. Ira G. Hoitt was present throughout the session of the Institute, and by his favorable comments and words of encouragement, added greatly to the interest in the proceedings.

The sessions of the Primary section were devoted to instruction by Mrs. Clara Burr, formerly at the head of Kindergarten work in Oswego, N. Y., now engaged in Los Angeles city. Supt. Will S. Monroe, temporarily engaged at Eureka, Nev., took a leading part in instruction in the intermediate and grammar sections, and also delivered several able lectures, before the whole Institute. Mrs. Ida M. Blochman presented the subject of Narcotics, and Vocal Music was treated by Prof. J. A. Scarritt. Prominent teachers of the county also contributed in the instruction of the sections, and read thoughtful and interesting papers at the afternoon session.

On the last day of the session steps were taken toward the organization of a County Teachers' Association, A. E. Baker, Dep. Supt. Los Angeles, being elected President; Mrs. M. L. Chapman, Secretary, and

Miss Jessie Millard, Treasurer. All the proceedings of the Institute were characterized by an earnest spirit of work, and a confident hope of improvement that speaks for sure progress in education in Los Angeles County.

## EL DORADO INSTITUTE.

This Institute assembled at Placerville on April 24-26. A number of the teachers were absent. Professors McGrew and Raymond acted as conductors. Prof. McGrew presenting the subjects of Reading, Arithmetic and Moral Training besides Lecturing very acceptably on the Head, Heart and Hand.

Prof. Raymond spoke on the subject of "Map Reading" before the Institute, and in the evening gave a short but valuable address "One Phase of a Teacher's Duty." Superintendent Hoitt spoke to teachers on their various duties and on methods in ungraded schools, also lecturing in the evening. His remarks were much appreciated. Some of the local teachers gave very valuable and interesting exercises which could not fail to interest every teacher who listened to them. Mrs. Hoitt from Sacramento and Mr. Ginn, of Oakland, were in attendance. Dr. Stratton addressed the teachers both afternoon and evening and gave great satisfaction.

## SOLANO COUNTY INSTITUTE

This Institute was held at Vallejo April 15-19 inclusive, and was particularly interesting in the fact that *every* teacher was required to take part. In connection with this fact the following extract from the Vallejo *Chronicle*, shows the public estimation of this course.

The new plan of assigning topics to teachers that select none of their own accord is having the good effect of waking up some sleeping powerful minds and making them feel what they are capable of. It is also bringing out some unworthy specimens of pedagogic talents. Even the best prepared talks and papers show mistaken ideas and methods that should have worn themselves out years before with the teachers advancing them. As sure as an instructor permits his work to slip from him from the world, he falls behind it, and when he talks his regression is shown. The method of forced papers may thus be productive of much good—to those that are paying for it.

Prof. Childs was conductor for three days and spoke upon the following topics: "Course of Study, Civil Government, Bookkeeping." Prof. McGrew arrived Thursday evening and lectured upon "Moral Training." The following day he presented to the Institute "The Principles of True Teaching, Language and Literature for Grammar Classes and the subject of History."

Superintendent Hoitt was also present and spoke during the day and evening. Every teacher was present and punctuality and promptness characterized the entire proceedings. Superintendent Webster was the reason for great satisfaction with the result of his efforts.

## INSTITUTES.

San Diego, April 29th to May 3rd.

Plumas, May 14th to 17th.

Tuolumne, First part of June.

## State Official Department.

MAY, 1889.

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By G. HOYT, State Superintendent Public Instruction, : : : EDITOR.

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*To the Superintendent's Committee on Revision of School Law:*

The thanks of many of the County Superintendents have been forwarded to this office, for the untiring efforts and personal sacrifices which this committee put forth, in its labor over the School Law.

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## TRUSTEES AS CENSUS MARSHALS.

*Question.*—Can a member of the Board of Trustees be employed to take the school census?

*Answer.*—See PACIFIC EDUCATIONAL JOURNAL for July, 1887, page 182, as follows: Members of Board of Trustees cannot make contracts with themselves. Therefore members of the Board of Trustees cannot legally receive pay for taking the school census. If, however, a Trustee volunteers and takes the census without pay, it is the opinion of the Attorney General that the census returns would be valid.

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## TEXT BOOK SUPPLY.

*Q.*—When no dealer will keep a supply of the text books, must the County Superintendent see that a supply is kept on hand?

*A.*—It is undoubtedly the duty of the Superintendent to do so; and it is also the duty of the Supervisors to furnish a revolving fund for that purpose.

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## CONTROL OF PUPILS AT NOON.

*Q.*—Should a teacher have control of pupils who stay at noon?

*A.*—The teacher should supervise their actions and movements. They should not leave the school premises without request from parents.

## TEACHER'S REFERENCE LIBRARY.

*Q.*—Referring to Sec. 1565 as amended, who selects the books and where is the library to be kept?

*A.*—As the Superintendent disburses the library money, I think he should be the person to select the books, and the library should be kept in his office, where the teachers may have access to it.

## TEACHERS' PARTICIPATION IN INSTITUTES.

*Q.*—Would a refusal to speak upon an educational topic at a Teachers' Institute be considered "unprofessional conduct" and liable to penalties as such, when such an order has been issued to each teacher by the County Superintendent?

*A.*—I think that such refusal would be justly considered "unprofessional conduct." The law makes it the duty of the County Superintendent to preside over and conduct the Institute, and it also makes it the duty of every teacher to participate in the proceedings of such Institute. If the County Superintendent requests each teacher to conduct an exercise at the Institute, I think it is the duty of the teacher to comply with such request. If the exercise be such as the teacher feels she could not do herself justice in, she must either make special preparations for it or request the Superintendent to substitute some other exercise which she would be more willing to conduct. This comes strictly in the line of duty which every teacher owes to her profession. We cannot be good teachers without hard work, and a good deal of work, which we would like, for consideration of ease, to escape, but which our duty forbids us to pass by.

"Talk not of talents. What hast thou to do?"

"Thy duty; be thy portion five or two."

## THE N. E. A. AT NASHVILLE.

From a letter received from J. L. Luds, Chairman of the Trans-Continental Association at St. Louis, I am enabled to state that the excursion rate of fare from California to Missouri river, will be \$80 for the round trip. Tickets good for six months.

The State Board of Education met at 9 A. M., April 8th, in the office of the State Superintendent.

All the members were present except Governor Waterman.

Prof. E. T. Pierce, Principal of the State Normal School at Chico, presented his certificate of election to that office, and took his seat in board.

The consideration of special books and apparatus presented to the board for their endorsement occupied considerable time.

The committee appointed to supervise the compilation of the Elementary Geography reported that the Mss. was nearing completion, but the engraving would require a year or more for preparation.

The volume of Primary Language lessons was reported to be in type, and will be ready for use in the schools by July next.

Prof. More reported that the compilation of the Physiology was as far advanced as possible, and that the engraving for the same was well on its way.

The application of Marion E. Stone for an Educational Diploma to be granted on a Nevada State Educational Diploma, was rejected, the board having no authority to grant a diploma on such credentials.

Educational Diplomas were awarded to the following persons :

## EDUCATIONAL DIPLOMAS.

Issued April 8, 1889.

Donovan, Hattie E.	Donovan, Laura
Edwards, Mary A.	DeWolfe, Flora I.
Edwards, Isabel D.	Downey, Thomas
Edwards, Joseph F.	Deuel, Annie
Edwards, Amanda L.	Dunn, Susie M.
Edwards, Delia	Dihel, Elizabeth
Edwards, Alson G.	Edwards, Lizzie
Edwards, Julia	Egan, Josephine
Edwards, Jas.	Elder, Ida E.
Edwards, Ella B.	Gallagher, Nellie R.
Edwards, Jennie	Gray, Wm. C.
Edwards, Nadine	Gilbert, Kate
Edwards, Geo. S.	Gill, Maggie A.
Edwards, Cora L.	Gower, Hattie F.
Edwards, William E.	Griffin, Patrick H.
Edwards, Emma F.	Hornsby, Annie L.
Edwards, Willard R.	Hertz, Regina
Edwards, Lola B.	Hixon, Isadore
Edwards, Mary L.	Jackson, Etta H.

Kane, Emma G.	Parker, Phoebe L.
Lahaney, Mary E.	Proctor, Bertine E.
Loughlin, Daisy A.	Plummer, Chas. B.
Leviele, Blanche	Prather, Emma L.
Lynch, Mary E.	Rodden, Lizzie
Lynch, Josephine	Riddell, Lizzie
Lynch, Oscar J.	Roney, Louise G.
Lucy, Nellie E.	Robins, Helen A.
Leadbetter, Hattie A.	Smalley, Frances A.
Macken, Margaret F.	Stringham, Jessie M.
Mallory, Geo. W.	Southworth, Maud A.
Martin, Emilie L.	Smith, Mary A.
McClellan, Ruth	Simms, Esther
McCarthy, Ella L.	Smalley, Lelia M.
McCracken, Catharine A.	Smith, Louisa
McCaun, Fred W.	Tabor, Cora E.
McLaughlin, James H.	Tracy, Maggie
Nuner, Wm. M. Jr.	Tracy, Nora
Orr, John A.	Taylor, Herbert L.
O'Linder, Selma B.	

Life Diplomas were granted to the following named persons :

#### LIFE DIPLOMAS.

Issued April 8, 1889.

Campbell, Anne B.	Grant, Florence
Cappleman, Cornelia J.	Greenman, Minnie J.
Cohen, Minnie	Groves, Gertrude
Crawford, Isaac S.	Griffin, Fannie E.
Coates, Rosa E.	Graebe, Mattie J.
Clark, Charlotte K.	Houchins, Edward A.
Cohen, Alice H.	Hamlin, Jennie L.
Conrad, Francis W.	Hawley, Mary E.
Cronemiller, Mary M.	Hillman, Jeannette
Englebright, Minnie	Hobe, Sophia A.
Edmondson, Emma F.	Hayden, Sarah F.
Ferguson, Robina E.	Hart, Laura B.
Farley, Rosa E.	Hetzel, Lenah
Freeman, Callie	Jamison, Mary E.
Gallagher, Lily E.	Jordan, Herbert H.
<i>Gregory, Flavia M.</i>	Jones, Ella M.

Karr, Anna Bell  
 Hoenig, Edward J.  
 Lipowitz, Ellen  
 Lynch, Alice E.  
 Morrill, Alice  
 Miller, Ida V.  
 Mallach, James.  
 Moulton, Jas. S.  
 Phillips, Laura J.  
 Poole, Ella M.  
 Rountree, Eva L.

Sawyer, Ma y E.  
 Simpson, Clara R.  
 Smith, Peter D.  
 Sabin, Isaac A.  
 Tuttle, Mary E.  
 Van Guelder, Bertie  
 Vollmar, Bertha T.  
 Wood, Alfaretta E.  
 Wallace, Emma  
 Young, Thomas L.

The annual joint meeting of the Trustees of the State Normal Schools was held at Chico, on Tuesday, April 9th.

The course of study was so modified as to require but four recitations a day in stead of five.

#### LIST OF HIGH SCHOOLS IN CALIFORNIA.

Alameda, Berkely, Gilroy, Los Angeles, Mayrsville, Modesto, Oakland, Petaluma, Sacramento, Salinas, San Diego, San Francisco, 2, San Jose, San Rafael, Santa Barbara, Santa Clara, Santa Cruz, Santa Stockton, Vallejo.

## Editorial Department.

THE urgent need of completely divorcing politics and the administration of our schools was forcibly exemplified in the choice of a school superintendent in Oakland a few weeks since. From the first organization of a city government to the adoption of a new city charter in March, the office of school superintendent has been filled by a vote of the people at the city elections. This means that it was a political office and the person who filled it must resort to political methods; for whatever may be the condition of things in other cities, the citizens of Oakland have not sufficiently adopted those Eutopian methods which would invest a man with office merely because of fitness. Fred M. Campbell, although his ability as an educator and his superior value as an executive and administrative officer were universally recognized, found it necessary at each recurring election, to go into caucuses and

primaries, to solicit assistance, to work with and for the machine as his worth were entirely unknown. All this meant aid from other which implied, of course, aid in return; in fact a retention of the office superintendent of schools meant success in political methods. This of course, could not go on for any length of time without making enemies.

In order to remove the office of school superintendent from the arena of politics, Mr. Campbell recommended to the Board of Freeholders, that prepared the new charter, the desirability of having the superintendent elected by the Board of Education. This was done and for the first time in the history of the city the office was thus filled a few weeks ago. Superintendent Campbell, having been elected President of the Superintendents' Section of the N. E. A., went to Washington to perform the duties which the position required, and during his absence influences were brought to bear upon the newly elected members of the Board of Education which resulted in his defeat for the office of superintendent of schools by a vote of six to five. His valuable services in the interest of education are thus lost to the people of Oakland because the office has been a political one. However, Mr. Campbell carries with him to the new field in which, we trust, he will soon be found, the best wishes of a host of friends, not in Oakland only or in California, but scattered throughout the entire length and breadth of the land.

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OVER-PRESSURE in our schools has been a favorite theme for chronic grumblers and fault-finders from time immemorial. They have seen in prevailing educational methods causes which lead to a multitude of physical disorders and which, in time, must result in a general deterioration of the race. Children study too much, they say, and give too little time to physical exercise. The brain is unduly stimulated and the nervous system is taxed at the expense of the rest of the body. In fact the practices of the schools are all wrong and unless radical changes are made grave results are sure to follow.

While we are well aware that educational methods are quite imperfect and that much remains to be done to place them on that elevated plane which their importance demands, still we claim that they are quite up to the prevailing standard of other institutions. As regards over-study, for years we have been of the opinion which continued experience strengthens, that the percentage of those who injure them-

selves by excessive study is extremely small. If proper attention were given to the food the children eat, to the clothes they wear and to their general habits, notably those of recreation and sleep, we should hear much less about the evils of excessive study. The following address before the State Medical Association by its President, Dr. James Simpson, so thoroughly accords with our views that we gladly insert it in our columns. After referring to the opinion of several alarmists he proceeds as follows:

Without stopping to inquire into the correctness of this theorizing, it seems to me that much of the outcry about over-education is superfluous and ill-founded. There is no sign of physical degeneracy in the youth of California from this or any other cause. The truth in this matter, as in most others, lies midway between the two extremes. I would not pretend to question the fact that excessive mental exertion is bad for the brain, be that brain old or young. I am also ready to allow that there should be more careful discrimination in the enforcement of study, particularly in girls, and further, that children too eager to study should be systematically repressed, while those of infirm physique should not go to school at all. Much remains to be done, moreover, in improving the hygiene of the schoolroom. But, granting all this, I maintain that well-directed brain-work is good for the young—good, not only mentally, but morally and physically. "Education," says Huxley, "is the formation of habits, so that acts which at first require conscious effort, eventually become unconscious and mechanical." In the formation of these right habits we must not be led away by the fallacy that mental labor interferes with bodily development. Where the hours of study are properly limited there is not antagonism. Taking brain-workers as a class, their physique is found to be up to, if not above, the average.

During the past year I have made careful inquiry of the principals and teachers of our public schools on this question. I have sought to ascertain from those in close daily contact with school children, what reason there is to fear, under our present educational system, that over-pressure exists, and whether instances have come to their knowledge of headaches and ill-health arising from crowding or over-taxing the brain. Teachers are, as a rule, fair physiologists, and possess a general good understanding of the laws of health, and their judgment is entitled to much credit. I found a consensus of opinion which strongly negatived the supposition of danger ahead from this source. True, among the many different natures that go to make up a class of school children, there will be found some who require to be held back, just as there are others who must persistently be urged forward. The conscientious teacher will not fail to single out readily the eager, ambitious, incessantly studying youth, and, by a system of supervision and cautious repression, preserve the immature brain from over-strain. "School headaches" were generally to be ascribed to the hasty eating

of cold and indigestible lunches during the noon recess or sitting in an improperly ventilated school-room.

From an unbiased study of the subject I have come to the conclusion that the ordinary school curriculum is not more stringent than it should be to provide that mental training necessary to the modern man and woman. Much of the outcry about the matter has been based on assumptions that are fanciful rather than real. My medical experience among school children accentuates this belief. I find that their sicknesses arise from causes foreign to the school-room in nine cases out of ten. The frontal headaches that scholars sometimes complain of is generally due to constipation or indigestion; perhaps from overstrain of the eyes. More damage is done to the eyesight of children by allowing them to read at home in the evening by a deficient or faultily arranged light than by any other cause. In girls I have frequently found ill-health and cephalalgia ascribable to neglect of the bowels and lack of exercise, induced by the vicious idea that it is unbecoming to run and romp.

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THE Oakland High School was temporarily demoralized by the burning of their building Saturday evening, April 6th. As soon as it was known throughout the city that the High School building was in flames, thousands hurried to the scene, a large number of whom had at some period, during the twenty years of its existence, obtained a portion of their education within its walls. As they saw the building gradually disappear, pleasant associations of former years were vividly recalled and many an unbidden tear was a silent witness of the hole it had upon their affections. Prof. Sill, a teacher in the school during its early years, used to say that the very beams and walls were radically changed because of the influence which emanated from the school. May it not be that this unconscious influence found expression in earnest words of sincere regret, and as the smoke gradually rose and drifted away into the darkness did not the pupils of former years see therein an emblem of material reminders of conflicts and victories gradually consigned to the uncertain keeping of memory.

Although the building with its treasures is gone, the school remains. It is hoped that the temporary inconvenience the pupils have to suffer from a lack of suitable accommodations, will be more than recompensed by the erection, in the near future, of a building which will be, not only a fit home for the high school, but a credit to the city of Oakland.

## Our Book Table.

A new serial story, by Edwin Lassetter Ryner, opens the ATLANTIC MONTHLY for May. This is followed by a paper on "Temperance Legislation, its Uses and Limits," by Charles Worcester Clark. Mr. Fiske contributes one of his valuable historical papers on "Brandywine, Germantown and Saratoga." Mr. W. H. Bishop writes a graphic sketch of "The Paris Exposition in Dishabille." He also describes the Eiffel Tower, the great landmark of the Exhibition. An amusing article on "The Philosophy and Poetry of Tears" is contributed by J. T. L. Preston; Mr. Frank Gaylord Cook writes about "The Lawyer in National Politics;" and reminiscences of famous "Trotting Horses" are given by H. C. Merwin. Josiah Royce contributes the first of two papers on "Reflections after a Wandering Life in Australasia." Besides there is the usual amount of lighter articles and poetry.

THE ST. NICHOLAS for May contains its usual budget of good things for the little folks besides much which will be read by the old people with both pleasure and profit. We presume that progress is the fate of all human products, but we do not see in what particular this popular magazine for the young can be changed for the better.

SCRIBNER'S MAGAZINE for May will interest readers of many and varied tastes. Men of letters, lovers of good fiction and poetry, railway men, amateur and professional photographers, and sportsman will

find articles that will strongly appeal to them. The variety and excellence of the engraving will delight those who appreciate good art.

## THE MAGAZINES.

THE CENTURY for May contains interesting articles on Samoa and its people, a continuation of its war literature, an article by Charles de Kay on "The Monasteries of Ireland," another on "The Siberian Exile System," by Kennan; a story by Cable. Wyatt Easton writes about the artist, Millet, besides there there is the usual amount of fiction and poetry. The illustrations deserve special mention. The frontispiece "Cinching Up," and Cole's engravings of the old Italian masters being unusually good.

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*From Thomas H. Norwood, M. A., Principal University School, Richmond, Va.*—It is the best introductory work on Rhetoric that I have examined, and I am more and more pleased with it as the class advances.

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# THE CIFIC EDUCATIONAL JOURNAL.

*Official Organ of the Department of Public Instruction.*

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## PROFESSIONAL COURTESY.

[Read before the Los Angeles County Institute, April 4, 1889.]

*Superintendent, Ladies and Gentlemen* :—It is with much trepidation that I essay the treatment of the subject—"Professional Cour-

Imperfect and thoughtless self says within--thou semblance of thou wouldst teach—but knowledge of one's own imperfections courage for their presentation.

ould be presumptuous in me to make this subject the means or ion of etiquette before this assemblage of character builders to a's future hope. Nor, seems it fitting to the high purpose of stitute, that the subject be confined to the etymology of courtesy; ough

"Borne in lordly hall,  
Among the favored few;  
'Tis boon of God,  
Now free to all,  
As drops of heavenly dew."

will therefore discuss it from the summit of its *manhood charac-* iche, retaining all the external polish of French and English is entwined, impressed and indented to its very heart by its mous "wood-bines," politeness, kindness, appreciation and ly love.

he faithful student, psychology, with its pungent truths, yields owledge of intellectual method; history's philosophy pene- nan's, nation's motive, and lays bare the result in epochs; nat-

ural science and history present untold animate and inanimate phenomena. In brief, every avenue of human thought leads to some desirable mental terminus.

Teachers engaged in acquiring and digesting these great facts and conclusions, and in elaborating and presenting them to the oncoming generations, are prone not to realize that there is something else to be accomplished beside intellectual acquirement and mental discipline. They forget that education, in its highest sense, is the equitable and harmonious evolution of all the powers of our being, and that the emotive nature contains the springs of action—the motives that influence the will to action.

The natural man chooses what is pleasurable and rejects that which gives pain, and, hence, it is of the highest moment that the professional man be thoroughly familiar with the means of calling into proper exercise with due power, the nobler feelings of pleasure—love of the beautiful, the good, the true, self-respect and a sense of absolute honesty with one's self—thus laying the foundation of true courtesy.

It is equally as important on the other hand to show that the base emotions—dislike, selfishness, egotism and vanity—all lead the will to improper motive to action and thus influence the whole of conduct. Courtesy, as we have already defined it, is, therefore, the outward manifestation toward others of our educated emotive nature.

We shall endeavor to trace the relations of courtesy thus ennobled, to our national character. In thus pursuing the investigation, we shall leave the application of the lesson in particular cases, largely to each brother and sister of the profession here met together.

We might, with profit, it is true, advert to some of the most common violations of professional courtesy, such as back-biting, tale-bearing, sarcasm, repeating hearsay, betrayal of confidence, hasty judgment, applying for a professional brother's position without his cognizance, adverse criticism made when it will damage a superior, associate or inferior, a desire for the failure of an honorable successor expressed in covert ways, that self-aggrandisement may result, disparagement of predecessors, taking part in anything or doing anything that may injure the influence of any teacher with pupils or patrons, indulging in emphatic significant silence when conversation turns to a brother's work and the thousand and one acts or omissions of a like nature which tend to destroy confidence, break down reputations, lower our social standing, impair our usefulness and generally disrupt our great brotherhood. We will only take time to glance at a few gems of counsel in this line.

of education's brightest masters, and then press on for the high motive to the observance of professional courtesy: "Life is so short but there is always time for courtesy." "Good manners are made up of petty sacrifices. Temperance, courage and love are made up of the same jewels." "Love looks through a telescope; courtesy through a microscope."

"It is not much the world can give,  
With all its subtle art,  
And gold and gems are not the things  
To satisfy the heart."

A man is envious when the prospect of another's success gives him no rest. "We are sure to judge wrong if we do not feel right." "We are as courteous to a man as we are to a picture, which we are to give the advantage of a good light." "Though we travel the world over to find the beautiful, we must carry it with us or we have not."

"We are apt to be selfish in all our views,  
In this jostling headlong race,  
And so to be right e'er you censure a man,  
Just put yourself in his place."

"Who steals my purse steals trash,  
But he who filches from me my good name,  
Robs me of that which not enriches him,  
And makes me poor indeed.

And is it not the wiser plan,  
To speak of all the best you can?  
Pity the frail, weak, o'er their fall,  
But speak of good or not at all."

Politeness is to goodness what words are to thought." "Politeness is a very important stepping stone to morality." "The moral and the social also requires that we should treat the stranger that enters our gates with courtesy." "Be not forgetful to entertain the stranger." This is especially imperative upon the great brotherhood of architects—one of the greatest brotherhoods on earth; but alas! it is not to be said the least fraternal! How often does it occur to those who occupy the higher positions of influence in our profession that it is a duty devolving upon them to lay aside personal preference and become congenial, at such times as these, and go among the humbles and shepherds of the moral and intellectual flocks and herds, and in the social hour, grasp the hand of the unknown retiring

brother and breathe into his life some of the sunlight and clearer vision with which their better opportunities or natural endowments have equipped them. The best way to be happy is to make others happy. Kindness has a reflex influence whose power is hard to measure. Smiles are contagious. The singing heart will awaken songs in other hearts. It is more blessed to give than to receive. Every moral and social culture should be sought by our profession, for every individual has a birthright of nobility in our fair land. But nobility imposes obligations just as truly in a republic as in a monarchy. Much may be rightly expected of the intelligent people and teachers of our republic, standing unshackled by any fetters of caste or social limitations—men as free as he who first looked on paradise, reared and cherished in the protecting arms of free institutions, lifting them gradually to beckoning heights far further on and higher up, if they be ambitious to climb; whose pulse scarcely quieted from the ardor of the old revolutionary struggle. What may not the world expect of such a people?

While yet our country was in its infancy and every energy was needed to keep on our feet, that were never quite certain of a solid foundation beneath them, it could not be expected that men and women could have time or thought for correction and cultivation of many things that have become prominent through neglect and stand out now as targets for observation and comment by other people.

Now that the uncertain foundations of a century ago have been replaced by a "terra firma" beneath us, is it not time to pause and see if there are any good cause why other nations attracted to our shores, should mingle certain criticisms with their warmest praise? Is it not among the foremost duties of the teachers of this republic, to ascertain what these faults are that are said to blot the fair surface of our fame?

Those whose experience with schools in which the German element of the population predominates, testify that these pupils are more dependable for industrial work than American children, because they excel in docility, teachableness and diligence; also in the great and necessary quality—reverence. This last quality seems actually to be sifted out of the national character in the shaking and tossing about to which the Nation has been subjected in the last century.

The impulse of conscientious revolt against unwarrantable authority that gave birth to our national life, has passed from one generation to another, but has somehow lost its fineness of quality in the transfor-



tion and been coarsened into an undue self-assertion and lack of courtesy.

"Yet, somehow, we have lost amid our gain,  
Some rare ideals time may not restore,  
The charm of courtly breeding seen no more,  
And reverence dearest ornament of all."

Yes, we as a nation are lacking in the courtesies of life. It is said that manners do not make the man, but manners make the man much more agreeable. Courtesy includes many requirements in its broadest sense, but chiefly kindness and politeness. It goes very far, yet is exceedingly cheap. Some happy natures may be to the manner born, but most of us need instruction therein. All will admit with instantaneous and half-pleased consciousness, that the point of order, "America is in too much of a rush," is well taken. The cartoon in the *New York Graphic* did not much overdraw this national fault, when it depicted it by a man so fearful of losing a quarter of a second that he rushes to the platform before the train stops, jumps off, stumbles, falls under and is crushed by the moving wheels; when picked up, with expiring breath he whispers, "I die a true American." But there is a serious side to this morbid desire to save time. We live in a whirl, and *revolve* in the increasing velocity. We have no time to be sorry for those who cannot keep up with the current. Our sympathies are blunted and the finer feelings lost in the dizzy speed of our practical life. The consequences of this feverish haste are seen in forms that may not be directly traceable to this cause. We have grown so accustomed to the hurried step, jerkey bow and abrupt reply in *all* business, and often in social relations, that we have ceased to notice them at all. We accept incivility and call it brevity. A *reasonable* courtesy will stamp a man as *very* genial.

Is there any greater need in all the wide range of American education, than the cultivation of courtesy in every relation of life? Since the moral effect of this high pressure living, is to make us unmindful of the rights and feelings of others; is it not a moral responsibility upon every teacher in the land, to check this unconscious haste? Charles Sumner once said: "The true grandeur of humanity, is in moral elevation, sustained and enlightened by the intellect of man." Dr. Ives, of Auburn, N. Y., remarked in the course of a temperance lecture: "Give me the *children and instructors with noble, courtly, moral characters*, and we will conquer the Nation for temperance. Little," said he, "can be done with the habitual drunkard, save to let him have Jersey lightning, oil of vitriol and tacks he desires, that he may the

sooner disappear. We may prefer to take this sentiment salted by, "While there's life there's hope," but the lesson it inculcates we must accept Noble courtly, full rounded characters for the schoolmasters, and the conquest—What?

Let what will be said of the subjugating influence of monarchical governments, and the evils of class distinction, the contrast with our heaven-adorned dispensation of "inalienable rights," the fact still remains that the fair flower of courtesy has blossomed in greater luxuriance under other skies than our own, and that we need to transplant its roots deep in our soil, without jealousy and with no false pride, simply because our Nation's growth is incomplete without it, and we cannot afford to lose its refreshing fragrance.

"How sweet the charm of courtesy,  
And gracious words, how sweet;  
No virtue of the soul can be  
Without this grace complete.  
Its fragrant breath befits the rose,  
Such pleasure from politeness grows."

How to cultivate this attribute of character is the practical question growing out of this discussion.

The absence of courtesy is caused, mainly, by thoughtlessness, impatience, haste, vanity, selfishness, jealousy and egotism. Its presence may be secured by drowning egotism in brotherly love, decapitating envy and selfishness with charity, and scourging the other evil propensities with the emblem of barbaric pedagogies—the *bitch*.

The following quotation from an editorial in the *Practical Educator*, is a *classic* in ignoble, selfish, egotistical, antithetical courtesy:

"The Teachers' Association should be assured of some protection in regard to the entertainment to which they are invited. It is very fine for the Board of Management to use the occasion to give some rising *nobody* the post of honor and the biggest audiences. Nine-tenths of the people who attend such gatherings want to see and hear the eminent educators who will be there, if only in a few minutes' talk. What they do not want is to be compelled to sit out the ambitious or stupid mediocrity or listen to respectable platitudes that nobody disputes, while the weight of the meeting (the courteous lords of creation) is in the lobbies wandering in pursuit of entertainment outside, condemned to absence from the meeting to escape the wearied teacher's horror."

Did such philanthropists ever wear short clothes and drink milk? Such sentiment is a disgrace to the profession; traitorous to the Nation, and as contemptuous of the doctrine set forth by the greatest of teachers: "Except ye become as little children, ye shall in nowise **inherit**," as were that great teacher's neighbors when they said: "Is

at this the *carpenter's* son?" This later day Nazarin (the journal is on Boston, you know), would teach that truth and wisdom shall be accepted and revered only when handed down from exalted station -contemning it when uttered by the lowly.

We need but to look at one more example to show that all knowledge and courtesy worth possessing is not kneaded into the brains and hearts of our professional celebrities. I quote from an educational paper :

" Brother Gove says that Brother Sheldon, at San Francisco, made hundreds of little successes that otherwise might have been failures. But Brother Jerome Allen says that Mr. Sheldon was ' too numerous.' Oh ! can it be possible that the green-eyed monster was at the ' Frisco' meeting, too?"

Were Goldsmith alive he would change his couplet to :

" Ill fares the land to hastening ills a prey,  
When mind accumulates and hearts decay."

When once the teacher has learned to recognize these shortcomings for what they really are, the opportunities are numerous for the cultivation of this indispensable quality of complete character. It should be nurtured first in the sphere of the teacher's own benefit, and *then* will it rise and flourish-- a green bay tree in the broader plain of the *future good of the pupil*, as an American citizen. As a profession, we should cultivate not only a reverence for law in an abstract sense ; for position ; for age and the richness of its experience ; for sacred things and their public observance ; but also for the gentle courtesies of life ; its proprieties and reasonable conventionalities, for they tend to a sacred reverence for our own honor which will preserve our souls white and our hands spotless to touch, mold and shape the character of this Nation's future.

The common proverb, "words are cheap," is a truism which accounts for the vast amount of harm they do. Many a teacher has talked himself out of a good place, and into a reputation for disloyalty and unability. This is especially true of those occupying secondary positions. Self-interest induces short-sighted, back-biting criticism, which though successful in its aim to remove the superior and elevate the educational traitor, will, as a rule, leave him so beset and hampered by enemies that he will be fane to give, like Richard III, his kingdom means to flee the consequences of his own non-justifiable homi- of professional courtesy. This garment is not alone fitted to subor- tes. The wise Superintendent or Principal, in all his intercourse with his subordinates, should not be distant, frigid, dictatorial or arbitrary in his bearing. He should do nothing to embarrass either the

teacher or her pupils, so far as that can be avoided. He should not find fault with or criticise his associates in the presence of their pupils. Educational autocrats and tyrants are entirely contrary to the whole spirit and intention of American schools and American education. Such mighty men do in Germany and Austria, but they have no proper place in the free schools of a free people, where no germs of autocracy or aristocracy ought to be suffered to spring up to the detriment of a great nation, whose chief business is to educate itself under the benign influence of a heaven-born morality.

Can we, as educators, ignore the responsibility of inculcating principles that shall yield the fruitage of a self-sacrificing manhood and womanhood, willing to surrender personal prejudice and narrow ambition to the higher good of a nation's welfare? America is too great and her position among the nations of the earth too proud to have that greatness marred by any national faults which are within the power of her people and her educators to correct. And since it is a law of our beings that our interest strengthens in that for which we sacrifice most, this constant care of our habits of thought, mind and action, as a nation's schoolmasters and representatives, will not only improve our individual characters, but finding expression in the highest type of professional courtesy, so impress the national character that the day will speed, when, as the light that slowly illuminated the eastern sky, eighteen centuries ago, paling the stars with its celestial splendor, proclaimed at midnight to the watching shepherds, tidings of great joy; so shall the radiating glory of the American republic point a world of struggling humanity to the land where the simple dignity of worthy, courtly manhood, transcends the brilliancy of rank and inheritance.

F. H. MOLYNEAUX.

#### FACTS ABOUT THE INDIANS.

The Indian agencies are 61 in number.

Number of houses occupied by Indians, 21,232.

Estimated number of Indians in Alaska, 30,000.

Number of Indians living on and cultivating lands is 9,612.

The total Indian population of the United States is 247,612.

Number of Indian church members in the United States is 28,663.

Number of Indians in the United States who can read English is but 23,495.

There are 10 Indian training schools located in different parts of the Union.

Number of Indians in the United States who can read Indian languages is 10,027.—*Albany Journal*.

## A LEGEND OF LAKE TULARE.

ted for Supplementary Reading in School, from Hugh Maxwell's "Idyls of the Golden Shore."] ]

ago, in time romantic,  
s the legendary lore;  
before the wide Atlantic  
e Columbus to our shore;  
astle green with bowers,  
icircled round with flowers,  
e there was an exiled fairy  
d a home by Lake Tulare.

iful with trees before it,  
od the castle on the strand,  
he breezes whispered o'er it  
e the winds from Fairy-land,  
he lily-vines were clinging  
he walls, and birds were singing  
ere the passing sun and shadow  
yed around that El Dorado.

all storms were sweetly sleeping  
the waters calm and still,  
the waving willows weeping,  
ntly felt the zephyr's thrill,  
the fairy oft went sailing  
boat with silver railing,  
immed with roses, lightly riding  
r Tulare gliding, gliding.

and many a year had ended  
d the fairy still was there;  
had human feet descended  
r the castle anywhere;  
he ne'er was sad or lonely,  
as nature's, nature's only,  
tly, sweetly singing, sailing  
he boat with silver railing.

springtime's happy hours,  
en the sky was blue and clear,  
he fragrance from the flowers,  
en the shore was wafted near;

Then the fairy's song rose clearer,  
And the echoes hovered nearer  
Round the boat with silver railing,  
O'er Tulare sailing, sailing.

But one eve, the fairy, sleeping  
'Neath the sweet and silent shade,  
Heard a voice like some one weeping;  
She awoke and felt afraid.  
Then came strangers rudely riding  
Down the shore. She, quickly gliding  
In her boat with silver railing,  
O'er the lake went sailing, sailing.

Then the trees and castle faded—  
Melted in the evening air—  
And the ugly lake-birds waded  
Where had bloomed the gardens fair;  
And when came the strangers; castle,  
Flowers, tendril, wreath, and tassel,  
All were gone, and sunlight only  
Lit the lake shore, drear and lonely.

And the boat with silver railing  
Paused and left no wave or wake,  
While the evening wind was wailing  
O'er the lonely, lonely lake.  
All was fading, sunlight clinging  
To the sails, the sweet voice singing  
Where the falling mists were blended,  
As the evening shadows descended.

Farther off the light boat glided,  
Farther off across the tide;  
And the crystal waves divided,  
Lightly shone one either side—  
On until the vision ended,  
Where the sky and waters blended,  
And no more the blue-eyed fairy  
Sailed and sung o'er Lake Tulare.

## STUDY OF THE PRECEDING POEM.

*Introductory.*—Read the poem carefully. What is a legend? A  
? Where is Lake Tulare? Describe it?

*Particular.*—Stanza I.—When had the fairy a home by Lake Tule *parse ago*. What was the old form of the word? Give the meaning *f says*. Parse *all* in the sixth line. Does *round* repeat the idea represented by *encircled*? If so, what is such a fault in style called? Is it allowable in poetry?

What is the subject of *had*? of *was*? What is the grammatical figure in this connection called? Which kind of vowel sounds predominates and what effect is produced?

What is alliteration? Point out the alliteration in lines 2 and 3. Note the effect of the *r*'s in *encircled* and *round*, and of *L* and *l* in *Lull* and *lullare*.

Stanza II.—How did the breezes whisper over the castle on the strand? They whispered "Like the winds of Fairy-land." Why does the author say *Like*? Perhaps because the fairy was "exiled."

What kind of beings play and whisper? Persons. *Sun* and *shade* and *breezes*, then, are personified in some measure.

Why use the hyphen in the compound Fairy-land? The hyphen is used in unusual combinations, and when each word retains its own primary accent.

Stanza III.—Find each personification and alliteration in this stanza. What effect has the repetition of *gliding, gliding*?

Stanza IV.—Why describe the fairy as "nature's only"? Has the seventh line too much alliteration to please the ear.

Stanza V.—What alliteration? Do the words "happy hours" command the head of alliteration? What is the rhetorical figure in which "echoes" are conceived of as birds?

Stanza VI.—Find two alliterations. What grammatical figures is *lull* and *lullare*?

Why call the "shade" *sweet*, since it cannot be tasted? Sweet taste and shade are pleasant—hence it is a faded metaphor.

Stanza VII.—Why do dashes close the first two lines? Name the figure in the second line. Why is the hyphen used in "lake-bird" and not in "sunlight?"

Stanza VIII.—What word imputes human passion to the wind? Does it a degree of personification? Why not use *When* instead of *While* and *As*? *While* and *as* express some duration, *when* a particular point in time.

Stanza IX.—Why did the poet use *Farther* rather than *Further*? *fine light* and *Lightly* as used here. Compress in one word these

f "Where the sky and waters blend." Is the ending in keeping with airy lore?

**GENERAL.**—What is literature? "Literature is thought expressed in language." What are the two forms of literature? "The two forms of literature are prose and poetry."

What is poetry? "Poetry is imaginative composition in metrical form." What kind of feet in this poem? What metre or measure? What is the added syllable to each line called?

With regard to the regular recurrence of resembling syllables or sounds what are the two classes of poetry? To which does this belong? Which lines rhyme in each stanza?

With regard to subject matter name eight classes of poetry. To which does this belong?

A. W. FREDERICK.

LEITCHER, FRESNO COUNTY, CAL.

# READING LESSON.

## MACDUFF.

Macduff is only a dog, but even a dog is sometimes worthy of attention. Long stories have been written about people who are not as interesting as this canine friend of mine.

"Mac," as he is familiarly called, is a Bostonian, consequently is not an ordinary, every day sort of a dog. To begin with, he is a descendant of an honorable race, and the best of Irish Setter blood runs in his veins.

His beautiful reddish brown coat turns the heads of all who meet him, but he despises vanity. He trots along without thinking of the admiration he attracts.

Perhaps you have heard of the culture of Boston people. Funny little anecdotes are printed about the foolish people who make a show of what they know. There are others in the crooked old city who are wise and modest. They make the world better by living.

Mac, in the dog world, belongs to the class corresponding with the latter. He was born with a quick intelligence and has proved an apt, docile pupil. His master has taught him that the doors must be shut and when one is left open he will bound at bidding, place his feet firmly against it and close it with a bang.

He is a soldier, too, in his way, though he does not carry a musket.

...in his nose, he will remain... Ready! Aim! Fire!... it as it falls, and...

...all the birds and cats... I think he never hurt any... as they please.

...a long time ago, and... he reminded of it though... prayers, Mac." Very quiet... puts his paws on the back of... motionless, until... wagging his... and looking very... I am sorry... No inducement... words, other than the solemn "Amen" will bring him to his feet.

Only one trait muddies his character. He is jealous of his master's baby, Jean. Never mistreating her, he will not, however, remain in the room with her if he can escape. If compelled to stay, he sulks in a corner, looking very cross when she toddles up to him.

We hope he will soon overcome that feeling and learn that one can love several things and beings at the same time, also, that if he is kind to Jean he will be doubly dear to his master and mistress.

The class having read the lesson, being well drilled in pronunciation inflections and emphasis, let us try to use it in side lessons, that we may call

#### POSSIBILITIES.

Since that which pupils *do for themselves* most truly educates, the first "Possibility" we will consider will be

#### LITERATURE.

"Macduff"—Who was he? Story—simply—of Macbeth.

Memory Gem—"I dare do all that may become a man; who dares more is none."

Shakespeare—Brief account of his life; list of principal plays.

"Give Thanks unto the Lord"—From what book is it taken?

Brief talk about the Psalmist.

#### 2nd—ENGLISH.

Give accurate description of the action words, "bounds," "vault," "toddles," "tosses."

Spell, define and use in declarative, exclamatory and interrogative sentences, attention, interesting, canine, familiarly, ordinary, despise, vanity, admiration, attracts, wise, modest, corresponding, apt, docile, humbly, inducement, solemn, amen, trait, anecdotes.

Explain, "Every day sort of a dog."

3d—GEOGRAPHY.

Boston—location. Why called *crooked old city*? Why are anecdotes written and published about its "culture?" Have a few good anecdotes to read to the class and next day send a few members to the board to reproduce any one they may have heard and remembered.

Roxbury—location. Read Dr. Holmes' "Roxbury Giantess."

4th—NATURAL HISTORY.

Different breeds of dogs, and briefly their distinguishing points—incidentally, cruelty and kindness.

5th—PHYSIOLOGY.

Blood, nature, how made, how kept pure, veins, what are they?—arteries, capillaries.

6th—MANNERS AND MORALS.

Get pupils to express themselves on the following points, and give a little good advice, with care, seasoned with kindness and love, for often the dose is unpalatable.

(a) Banging of doors.

(b) Obedience—cheerful vs. reluctant.

(c) Behavior in the House of God.

(d) Vanity—its meaning—pride, true and false. Is conceit related? How far is it best to let self confidence go? Is self depreciation to be commended or avoided?

(e) Jealousy—What is it? Why undesirable?

Suppose the teacher wishes to use but one of the "Possibilities?" Making her choice, she can so draw out her pupils, that, what might be a dull affair shall teem with life and interest. *All* may be used if so desired and "one text book only" be in the pupils' hands.

In like manner may a teacher work out any of the Reading Lessons in the Series of State Text Books and gain great things for herself as well as her students.

CLARA M. PARTRIDGE.

SAN FRANCISCO.

SUPERINTENDENT SEAVER'S report on flogging in the Boston public schools is simply astounding. Over 18,000 cases a year for the last three years! What an impeachment of our boasted public schools is all this whaling and whacking! It belongs to the old red schoolhouse period of civilization rather than the city of Boston of to-day.--*Ex*

## A STUDY.

## THE EAGLE.

The following study was written as a class exercise by a member of the Oakland School.—[Ed.]

"He clasps the crag with hooked hands;  
Close to the sun in lonely lands,  
Ring'd with the azure world he stands.  
The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls."

TENNIS

Let us consider first the form or framework of this little frag. The metre is Iambic Tetrameter and in the first three and last lines respectively, the words rhyme; therefore in reading it the "hooked" must have the accent on the last syllable. The lines undoubtedly have a poetic form; then the next question which is whether they have a poetic sound. That is do they have the in flow requisite to good verse, or are they a mere jingling clatter of ing words which occur in every Mother Goose Melody. To tell the verse looks as though it could be read in none but a "sing" manner. Trying the voice however, we have a far different result. True the liquid sounds are greatly in preponderance but the rugged sounds interspersed which counteract any lightness arising from the use of so many vowels. Look, in the very first line we find vowel "a" standing imbedded in seven consonants, three of moreover being mutes; thus *c l a s p s / h*. By this combination sounds the reader, in order to pronounce properly, is obliged to; thus doing away with any chance for a "sing song" rendition. There is a similar arrangement in the fourth line. The vowel "i" held by five consonants, one being a mute; thus *w r i n k l*. Moreover in the word before and in the closing syllable of "wrinkled" vowels are not sounded. Even the words following possess a prolonged hissing sound thus doing away with any chance of a comparison with Mother Goose Melodies. "The ear is pleased with such an arrangement of words that soft and liquid sounds alternate in due proportion with sounds that are rugged and comparatively harsh. A succession of words in which there are but few consonants, and chiefly liquids, gives for a time the idea of lightness and grace;

eculiarity is pushed too far, it produces at length the impression of awkwardness and effeminacy." We now see that although each line ends with a rhyming word, the sounds taken together conform perfectly with the standard of poetry. It possesses in sound both the richness of Poe and the strength of Milton.

much for the form. Now let us see if the verse possesses logically the essence of true poetry, in other words does it "present noble images for noble emotion." The picture formed is truly grand. We see the eagle clasping that most lasting monument of nature, a rock-crag. So lofty is his position that he is no longer far from the sun, but near the glorious sun. But despite the awful space below he catches from his solitary station and "like a thunderbolt he falls." The ideas create an impression of awe. The king of birds, the terrible abyss, the lonely and rugged landscape, and the fall from such a height, all tend to sublimity. What firmness and strength are expressed in the word "clasps;" how different would be the effect if "grasps" were substituted. How fiercely picturesque is the word "wedged" and what peculiar suggestiveness is contained in "wrinkled." In fact to my idea "wrinkled" is *the* poetic and mimetic word in the verse. What a contrast between the sea and the eagle; "one led, old and decrepit, crawls slowly over its way while the other full of life and strength *stands*" monarch of all he surveys." These six short lines indeed contain much more than is apparent at first sight. The least we can say of them is that they justly own a place among the verses of the poet of poets, Alfred Tennyson.

BEN. G. LATHROP.

I have closed my book and hidden my slate,  
And thrown my satchel over the gate.  
My school is out for a season of rest,  
And now for the school-room I love the best.

--Katharine Lee Bates.

Daffodils toss and the roses glow;  
The golden meadows in great waves away;  
June is a-flying, but none must know;  
Sing hey! heigh-ho! for a windy day.

—Alanson Bigelow Houghton.

## HISTORY AND RELIGION.

## SECOND PAPER.

We educate our children in order that they may be good citizens; the study of United States History is popularly supposed to be a study which is to help most toward fitting our boys (and girls?) to be the voters of the future. Yet we are cautioned to avoid religion as much as possible, when in the school-room, and a few lines in Swinton's History about the sale of indulgencies, has made a first class topic the past year, in the cultured city of Boston.

Shall we—can we teach history and ignore religion? Why is there no school history yet printed which is worthy of the name? Is it that all try to avoid the living issues of tariff, of religion, of party and what they are responsible for?

What can we understand of the reasons why Columbus, Isabella and dozens of others of that time, did as they did, if we have not cleared up of the way they felt towards religion in that age? The Puritans' history before and after their settlement in this country is inseparable from their religion and the beliefs of their opponents. The Virginians and those living in the other colonies are so mixed up with religion in England, as well as at home, that it is hopeless to try to teach about them and be silent about their religion.

The religious squabbles in Florida, Maryland and other places, between Catholic and Protestant; the Jesuits and their work of exploration and settlement; the Quakers and the fever of witchcraft; the blue laws and rule of the clergy in colonial times—all are blind to the pupil who is not shown the religions which made the times what they were.

Nor is it enough that these things should be passed over with a brief mention. In order that pupils may profit by the experience of the past they must weigh these beliefs and see wherein it was wrong—if wrong it was—for a man to kiss his wife on a Sunday, or go after medicine that day for a sick child, or ride or walk a half mile for pleasure or health. Can he do this properly without a study of the whole Sunday question? Must teachers bury page after page of history out of sight for fear of treading on the toes of an ignorant patron? It has always been buried so deep that I doubt if one out of a hundred teachers knows



much of anything about these things. Moreover, the Sunday question can hardly be called a dead issue when the laws of Massachusetts, for example, forbids all play, walking, riding, travel, visiting, study and dozens of other things on the Sabbath, and the laws of most of the other States are more or less strict about the Sabbath.

Yet the Bible contains not a single command about observing Sunday, and Christ was reviled as a Sabbath breaker.

Leaving colonial times and coming to the formation of our Constitution, why do we find there a complete separation of church and state? Hundreds and thousands of people cried out against the Constitution (as now), because it was a "godless" instrument. Can we show the pupil why it was so if we do not mention that Washington, Jefferson, Paine, Franklin and scores of other leading spirits of that time were not church men, but deists?

Elections have turned time and again upon the question of a candidate's religion, and religious influence has many a time settled the policy of our Government. Our laws, or absence of laws, about religion, has had a marked effect upon immigration, while the Mormon religion is by no means without its influence upon some of the practical questions of to-day.

When we study the early history of California we cannot help seeing the influence of religion in all of our history. Now, can we as teachers, teach history properly and pass over the religious beliefs of the past and the present without comment or discussion? The whole of negro slavery was built upon the religious beliefs of the people, and are we to withhold an opinion as to whether slavery was right or wrong, because the Bible says this thing or that? There is no better textbook of morality than history properly taught. There is a question of right and wrong to be decided on every page and in every line. This constant demand for decisions is the great value of historical study. Nor will it be a question of whether a thing be absolutely right or wrong, so much as a question of expediency or desirableness, at times.

Nor can we confine this question of right or wrong to the deeds, and be silent about the belief. To one's believing as the witch-burners did, their actions were justifiable, and it was only by altering the belief to a certain extent, that witchcraft died away.

There is no doubt that my early Quaker ancestors were badly abused—hung, whipped and driven from their homes—yet there is little doubt that they were hard-headed, obstinate fellows, who gloried in shocking the settled beliefs of their neighbors, in disobeying their laws, and in

obtruding their views upon people who did not want to hear.

Why should we be so tender of people's beliefs? Dozens of patrons have believed that horse-hairs turned into snakes, that the moon has untold influence upon the weather, that spirits tip over tables and that toads will produce warts—yet public opinion sustains them when I war upon these beliefs. But when a child asks me of an angel's wings, which he finds in his reader, and I tell him that creatures with both wings and arms—hair and feathers—are humbugs considered very wrong and irreligious.

We cannot escape the religious question in our public schools. If the Darwin theory is right, the Mosaic is wrong. If the world was made in six days our geologies should be corrected. If the earth is round at four corners our geographies need revision; and if religion is too gross to handle in our public schools we should close our histories. The history will look very different as seen through the eyes of a Catholic, a Protestant, or an unbeliever, but whoever is right cannot be harmed in the end by the utmost freedom of discussion, and a belief which cannot bear discussion we are much better without.

C. M. DRAPER

#### EXPERIMENTS AND SUGGESTIONS IN CONNECTION WITH TEACHING SCIENTIFIC TEMPERANCE.

Fermented drinks and their manufacture will be the lesson this month.

A book of reference not mentioned last month, but of incalculable value to the teacher who desires to thoroughly fit herself for this work is "Richardson's Diseases of Modern Life." Chapters 7-13, inclusive, bear on this subject.

In teaching the manufacture of alcohol a little chemistry is indispensable. This is not a difficult matter at all; any intelligent child twelve can form sufficiently accurate conceptions of chemical reactions for this purpose.

Alcohol is always formed in the arts by the breaking up of glucose or grape sugar into alcohol and carbonic anhydride—carbonic acid so called—by the act of fermentation. The molecule of grape sugar contains 6 atoms of carbon, 12 of hydrogen, and 6 of oxygen, the formula, therefore, is  $C_6H_{12}O_6$ . In the same way it may be explained that the formula for alcohol is  $C_2H_4O$ , and for carbonic acid gas  $CO_2$ . Take one molecule of grape sugar; it contains just enough



on, hydrogen and oxygen to make two molecules of alcohol and two of carbonic acid gas. It breaks up according to this reaction :  $C_6H_{12}O_6 \rightarrow 2C_2H_5OH + 2CO_2$ .

Fermentation is caused by the growth, in a sweet substance, of some fungus. Alcoholic fermentation is caused by the yeast plant—*Torula cerevisiae*. In making beer and a few other drinks, yeast is added to the sweet liquid to promote fermentation. In cider, wine, etc., it is not added; there the *torula* comes from the spores floating in the air—those minute germinating bodies always present and ready to locate and found a colony wherever suitable inducements of soil and climatic conditions offer.

The fermentation which produces vinegar, will be described in some future paper.

$CO_2$  is a gas met with very frequently in nature; it is a constituent of expired air; that as well as alcohol is formed when bread is made. The alcohol evaporates in the process of baking and the bubbles of  $O_2$ , being caught in the dough, make it light.

The stronger alcoholic beverages are made by distilling fermented liquor. We will devote our energies this month to fermentation and fermented drinks and save distillation and its products for a future paper.

Apparatus necessary: A few spoonfuls of sprouted barley, same of unsprouted; fresh grape juice, same that has been kept in a warm place until fermentation has set in; fresh apple juice, same fermenting; a gas generator; a few spoonfuls of baking soda; 10 cts. worth of sulphuric acid; a live mouse or any little animal—flies or grasshoppers or lady bugs will do; a bit of candle fastened to a wire in such a manner that it can be lowered into the gas; clear lime water in a bottle; a piece of glass tubing; matches; water. The gas generator can be made in this way: Take a good sized bottle and fit it with a rubber cork; through this cork should be two holes; into one fit a little glass funnel and into the other a bent glass tube; attach a rubber tube to the glass one and let that lead to the bottom of another bottle or glass fruit jar.

Pass a few grains of sprouted barley to each member of the class, and also a few unsprouted ones; let them tell you the differences in the taste. Explain that when seeds sprout the starch in some way that we do not quite understand, is changed into sugar. Also explain that beer is made from the sugar in sprouted barley by mashing it.

washing out the sugar and adding yeast to make it ferment and other other substances to flavor it.

Let each taste the fresh grape juice, then show the same fermentation and ask the children to notice particularly the bubbles coming. Explain that this latter is new wine. Do the same for the apple and cider.

The gas escaping in both cases is carbonic acid gas. If your fermenting apple juice is in a bottle that can be corked, make a hole through the cork and put in a bent glass tube leading into a test tube containing water; let the gas bubble into it and soon the water grows turbid—is a test for  $\text{CO}_2$ ; also breathe through a glass tube into lime water, a white precipitate is again formed. These white specks, or precipitate as we call it, is carbonate of lime, which is formed by the carbonic gas of our breath, or of the apple juice, uniting with the lime.

Now, not enough  $\text{CO}_2$  is made in either of these two cases to experiment much with, so we will make it on a larger scale. Put three teaspoonfuls of soda into the gas generator and add a little water. Next pour a little sulphuric acid into the glass funnel—be careful not to let too much go down on the soda at once or more gas will be generated than can be led off into the other bottle, and you might have an eruption—the soda will begin to bubble and soon the other bottle or jar will be full of  $\text{CO}_2$ . Let a little of it bubble into lime water to prove by the white precipitate that it is  $\text{CO}_2$ . Light the candle and holding by the attached wire, lower it into the jar or gas, the candle is immediately extinguished, because  $\text{CO}_2$  cannot support combustion. Drop the mouse or flies into the jar; they will fall to the bottom.  $\text{CO}_2$  will not support respiration. This is the fatal choke-damp sometimes collects in the bottoms of wells and mines.

These experiments should all be tried before presenting them to a class. An experiment that doesn't go off is a choke-damp on enthusiasm.

IDA M. BLOCHM.

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The heats of the summer come hastily on,  
The fruits are transparent and clear;  
The buds and the blossoms of April are gone,  
And the deep-colored cherries appear.

—Mrs. Ann Taylor Gilchrist

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Up into the cherry tree,  
Who should climb but little me;  
I held the trunk with both my hands  
And looked abroad on foreign lands.

—Robert Louis Stevenson

*THE NECESSITY OF MUSIC IN PUBLIC SCHOOLS.*

Music is God's best gift to man, the only art of heaven given to earth, the only art of earth that we take to heaven. But music, like all our gifts, is given us in the germ. It is for us to unfold and develop by instruction and cultivation.

But what practical benefit is there in this study? The State teaches children to read, write and cipher, that they may possess the arts necessary to their progress and to preparation for their several stations in life, and especially those essential to an appreciation of the institutions of a free government and to the discharge of their duties under it.

But the question recurs, "Why should the State teach its children vocal music?"

The security and stability of a government depend upon the happiness and contentment of its people. I believe that whatever increases their happiness tends to their moral elevation; and herein we have a strong reason why vocal music should be one of the studies pursued in our common schools. The family is the foundation-stone of the State; the moral tone of the family sets the keynote for the moral harmony of the State.

It is well known to all professional music teachers that the habitual use of music by a family is an almost unfailing sign of good moral and refined tastes. The wealthy cannot monopolize this natural and beautiful means of culture. The public schools should, for the culture of the heart, teach the principles and practice of vocal music.

Immoral character and criminal conduct necessitate the maintenance of courts and jails, the most disagreeable, and almost the most expensive, part of civil government. Prevention here, as elsewhere, is less costly than cure. It is well to remember what Luther said about music: "The youth must always be accustomed to this art, for it makes good and virtuous citizens."

"Music is a discipline, a mistress of order and good manners. She makes the people milder and gentler, more moral and more reasonable."

In reform schools, industrial schools, and the like, singing is one of the principal means employed for the softening and controlling of the inmates, and it is of similar value in some of our public schools.

Good music wields a power for good over the heart. The song

learned in childhood holds a restraining and ennobling influence over one for life, making him a better, happier, and a safer and more profitable citizen.

Music is a universal art. Nature has given the human voice, which is the standard of perfection for all makers of musical instruments. Good vocal music is, for most people, the highest form of art. Join to your songs words pleasing and elevating in sentiment, and you are placing singer and listener under the best of influences. Those who love good songs with pure words will cease singing the ranting and ribald songs of the street.

No one denies that our schools should furnish good moral training, and the world is fast waking up to the fact that music, wedded to good and pure words, is a powerful means to this end. Music appeals directly to our moral nature, through our hearts and sentiments. The words of school songs should be good poetry, and should adorn such subjects as Love of Country, Home-loving, the Golden Rule, etc. Songs containing moral precepts and lessons, and songs of the affection generally, will surely develop like sentiments in the children who sing them. In no way can a code of morals be taught, or the sensibilities and emotions be so trained and developed into their better and higher uses, as through the instrumentality of song.

The enthusiastic David S. White says: "In the future the culture of the singing and speaking voice, and so of the ear, will be the means of moral culture, and music will be considered the most important subject taught in the schools, the basis of all true education." The best means of culture is singing.

If a young man leaving home and going into a strange community can sing well, he at once gains an entrance into the higher grade of society, and may thus be saved from degrading influences. The musical accomplishments of Beethoven, while but a lad, attracted and retained the powerful friendship of the Breunings, whose refining and elevating moral influences saved to the world its greatest composer and musician. A song, heard in the street, so touched a good woman's heart that she made a home for the boy-singer in her house, and saved to the world Luther, whose life's work was so great that it has been said that "no person lives in Christendom whose life is not different because Luther lived and worked four hundred years ago."

A person may have sterling virtues; he may be honest and truthful, patriotic and brave, energetic and industrious, without knowing music; but if he can also sing, he will be a better citizen, a more valuable

member of the community and the State, because of his refining and elevating influences. Yes, and his own refinements will have a superior quality and flavor not possessed otherwise.

But there are other than moral reasons why singing should be a part of our school education. Music has its own disciplinary advantages; it promotes quickness and precision in mental activity; and the study of its principles (often profound, often subtle, and always stimulating the judgment) has commanded the attention of some men eminent in other departments of science. Moreover, it is an acknowledged fact that the mind makes its best effort when delighted and enthusiastic in its work. This is the fundamental idea of the Kindergarten method. All musicians and singers know that the delight of singing carries one on to the keenest and acutest perception and thinking.

A school room full of fatigued children can be effectually refreshed by the singing of a hearty song, so that they return to their studies with a new zest and interest. Even at the end of the school day, when every other exercise is wearisome, children will express intense delight in their singing. This is an every-day experience of thousands of teachers. It is too often thought that the time of childhood and youth is of but little worth, when in truth no period of life is more valuable; for in childhood are laid the foundations of whatever we attain in the mental and moral culture and graces of the matured lady or gentleman.

Singing is of great value as a means of enlarging the chest and developing the lungs, thus preventing consumption and other lung diseases. Singing quickens the circulation, and promotes the health of the entire body, and especially puts new life into the brain, and so fits it for better study.

Singing in school is indirectly a great help to congregational singing in churches, and to the music of Sunday schools. It is enjoined that we sing with the understanding as well as with the spirit. "Music is the vehicle for, and incentive to, religious feeling." Nearly every child (about 95 per cent.) can learn music, and enjoy its elevating and practical benefits. The youngest children are the proper ones to begin with, and the primary school is the best place. Of most studies the pupil makes no immediate use; he is being fitted for the future activities of life; but what he learns of music is useful from the first. Our best musicians advocate vocal music as a foundation for an education in instrumental music. Children who sing know the essence of music,

and the instrumental teacher has not to instruct in the signs of the and the technique of the instrument.

John G. Paine. "No man retains the true culture of a man when the sense of his own personality is not cherished; and I know of no culture in life from which it should be excluded." Music is a universal language. Where speech fails, then music begins. It is the natural medium for the expression of our emotions—the art of expressing in tones our feelings which are too strong and deep to be expressed in words.—*John G. Paine, Director of Music in Clare College at the University.*

#### ADDITION AND SUBTRACTING FRACTIONS.

This Diagram is used in teaching the addition and subtraction fractions. It is helpful to children and pupils.

$$\begin{array}{r}
 12 = 12 \frac{0}{1} \\
 41 = 41 \frac{0}{1} \\
 7 = 7 \frac{0}{1} \\
 9 = 9 \frac{0}{1} \\
 5 = 5 \frac{0}{1} \\
 1 = 1 \frac{0}{1} \\
 \hline
 58 = 58 \frac{0}{1} \text{—Ans.}
 \end{array}$$

Explanation.—Whole numbers are written as in addition of whole numbers. Numerators as 0, written as to be convenient for addition and denominators are out of the way.

#### SUBTRACTION.

$$\begin{array}{r}
 a \quad b \quad c \\
 191 \frac{1}{2} = 191 \frac{1}{2} \quad 190 \frac{1}{2} \\
 -12 \frac{1}{2} = -12 \frac{1}{2} \quad -12 \frac{1}{2} \\
 \hline
 178 \frac{1}{2} \text{—Ans.}
 \end{array}$$

The numbers are written as in subtraction of whole numbers.  $b$ , fractions are reduced to a common denominator, while in  $c$ , 1 is rowed and added to the fraction. Each step is plain and easily understood by the pupil. Addition and subtraction may be taught the same time. Pupils will soon be able to drop  $c$  and may learn to do the work without  $b$ .

SALINAS, MONTEREY COUNTY.

JOB WOOD, JR.,  
County Superintendent

*STIMULANTS IN AMERICA.*

With Americans the question of stimulants is very strictly national. Our peculiar climate and our stimulating methods of life have created conditions quite unlike those of moist England and mid-Europe. Dr. Beard has shown by many illustrations that in the northern range of States the conditions are such that tobacco and coffee, as well as alcoholic drinks, are far more injurious than in the Southern, and as a very general rule ought to be dispensed with. Coffee is a product of warm climates, and in hot climates may be used with great freedom. But the American temperament in our Northern States has now become a very sensitive temperament and will not endure stimulating at all. Opium does not a tithe of the harm in Oriental countries that it does when used by our people. Alcoholic drinks produce with us very rapidly what is called "alcoholism," or degeneracy of the brain. Their use is promptly followed by dyspepsia, neuralgia, epilepsy, paralysis, deliriums and insanity. In other words, Americans are specially susceptible to alcoholic ruin. It does make some difference whether we are of recent foreign extraction, but German phlegm and English pluck of constitution rapidly get Americanized under our climate and habits of driving business. Our nervous system is undergoing a weakening and is in danger of a total break-down. Our remedy is not alcohol or even milder stimulants, or narcotics, but is a reversal of those habits that have degenerated us. A very conservative writer on the subject says : "It is the silent destruction of the nervous system ; the slow poisoning of the great centers of thought ; it is the transmission by inheritance of the evil from parent to child from generation to generation, even more, perhaps, than the groans of the widows, the cry of the murdered man, or the tears of the orphan, that has made the temperance reform a necessity." It is a mistake to suppose it is the adulterations of liquors that do the mischief ; these adulterations are either harmless, or in such small quantities as to do no great harm ; the evil is in the direct effect of intoxicants on the nervous system. Foreigners coming to our shores rarely bring a prejudice against any form of the drink habit. They do, however, find it much easier to obtain the worst form of liquors, and, as a rule, become victims of the saloon. What they need to appreciate is the fact that instead of more and freer use of stimulants in America, they must use less, and with greater discretion.

No stock breaks down so rapidly as the sturdy Irish in this country. It does not hold its own beyond three generations unless abstemious. The farms of New England and the Central States fell into the hands of Celts before the middle of our century; but they are already fast passing into the hands of Germans and Italians.

A very prominent New York physician sums up his experience in these sentences: "The number of those in this country who find that they cannot use tobacco in any form without injury appears to be continually increasing." "As to opium, I would rather risk my life in jumping off Niagara Falls than by forming the habit of opium-eating." "Coffee is getting out of favor with many of our people, because they find that they cannot use it." "Tea is used too freely by many, and too strong by nearly all." "To work hard with the brain is possible only without any stimulants and narcotics—and attain longevity."

This is our present problem: Not to convert Americans to temperance, but those of foreign blood. Nearly every ship load of immigrants is a cargo of drunkards.—*M. Maurice, M. D., in the St. Louis Globe-Democrat.*

#### GOOD ENGLISH.

Bishop Huntington, in an address given before the Keble School, said:

"We all repeat and perpetuate conventional blunders and hereditary solecisms without once applying the study of four or five years in syntax and conjugation to our current speech. Where is the reform to begin? I say, emphatically, set about grammatical correctness, first of all. Watch yourself. Criticise yourself. Be intolerant with yourself. Get some housemates to expose you. Say over the thing correctly till the mistake is made impossible. It would be more disgraceful to your training to finish a picture out of drawing, or to misspell the name of one of our Territories, or to mistranslate a line of Virgil, or one to flat in music, than to confound the parts of speech in a morning call.

"Nothing is to be said of slang. If I were to exhort those who are here on that matter, it should be only to forbearance, in that they are obliged to *hear* it from their ill-bred acquaintances. 'Awful harvest' and 'horrid nice' and 'jolly sunset' and all that pitiful dialect coming of weak heads and early neglect, we shall have to bear with till select and high-toned schools have chastened the manners and elevated the spirit of the better conditioned classes; and, through the improved standard will work its way outward and downward into the public schools and the homes of the people. Unexpectedly, however, is often witty; but nonsense is not, nor is the stale repetition of nonsense."

## Institute Department.

### *SAN BERNARDINO COUNTY.*

Monday morning, April 22d, the San Bernardino County Institute in their twenty-second annual session in San Bernardino, with many teachers in attendance. The Institute was called to order by Superintendent H. C. Brooks, who remarked in his opening address that this was the twenty-first annual convention of teachers in the county in which he had the honor of participating. He also gave a retrospect of educational affairs in the county and compared the past school facilities with those of the present.

Governor Waterman, who was present at the opening, gave a brief address in his usual business-like way, which was replete with valuable suggestions.

During the afternoon session Miss Mary Bennett read an able paper "Ethics in the School Room," which elicited an interesting discussion.

Miss Eugenia Fuller of Arlington, read a paper entitled, "How to teach the Third Reader, State Series," which made quite an impression.

The following is what the *San Bernardino Weekly Times* says about it:

A paper on reading was read by one of the most talented ladies whom we know of in the profession, Miss Eugene Fuller, Principal of Arlington schools.

Her paper treated of "Reading" in the higher grades. Now, having intuition, perception, thought and comparison at her disposal, Miss Fuller naturally enough did not commence her paper with disjointed recitation upon the alphabetical factors in the problem of reading. Naturally, she took it for granted that the pupil in the higher grade already been instructed in the "word method," and even in emphasis, inflection, scale, and we suppose, expression—not the expression of articulation, but of elocution.

Taking all this for granted, she treated of "Reading" in its higher aspect. A better paper on the subject we have never listened to; nor read.

She emphasized the necessity of inducing the pupils to enter into the spirit, the meaning, the connection, the relations, the scope, the action, the figurative expressions and their literal interpretation, sequential summary and the analytical value—she emphasized all in language strikingly strong and chastely graceful.

She urged the importance, as every good teacher does, of giving the pupil a thorough comprehension of the subject matter—the reading lesson—in its direct meaning and its *remote allusions*, something which, we are sorry to say, the ordinary teacher never dreams of doing.

A pupil of ordinary intelligence under such a course of instruction, will at once make progress in technical elocution, general knowledge and mental development.

A pupil trained in reading under Miss Fuller must acquire a rich fund of general knowledge; the power to make literary comparison; the power to make his own deduction from his own reading; the *habit* of analysis as well as the custom of summarizing; a curiosity to know everything about the author; and, in a word, such a general mind-opening as only a good course of reading—intellectual, not technical, not mechanical reading, can give."

Professor Twining of Riverside, delivered an address on "English Literature," Professor Richardson, one on "Astronomical Geography," with illustrations, and Professor Buckley, one on "Physiology," which he illustrated by means of charts. History, geography, the tonic-sol-fa method of teaching vocal music, and arithmetic, received a due share of attention.

Mr. H. B. Muscott talked for about an hour on the the insect pest, which was very interesting and elicited many questions from the teachers regarding this important matter. He treated the subject from a practical standpoint and from his own observations, explaining the different kinds of scale and the manner in which they are carried about on fruit and trees. He also gave the mode of spraying trees, etc. Mr. Muscott had with him some specimens of the scale, which were examined with deep interest by all present. His address was one of the most entertaining delivered during the Institute.

Superintendent Brooke delivered an interesting address on "School Law," referring principally to the recent amendments of the late Legislature. The County Superintendents of the State met last December and framed new laws and amendments and for a wonder they were passed. He reviewed the early school days in California, when it was not thought necessary for a boy to learn much more than arithmetic, but now it is essential that he should know a little of everything. He spoke of the manuals in use in this county and the reports he had received from different State Superintendents, especially relating to morals and manners. There is not a grammar course in the county nor a high school course. In reference to teachers' salaries he hoped that hereafter orders would be the same as cash. [Applause.] Regarding

temporary certificates, the Board of Education have the right to grant the same when the applicants have the proper recommendations and former certificates. There is a fund for the engaging of instructors at Institutes, but this year he neglected to get one for the reason that when he did he wanted a good one and to such would pay a good price. He hoped by next year to have a first-class instructor in attendance. The law requires the taking of the census of all children between the ages of five and seventeen years, on the 15th day of May, the report to be arranged alphabetically, and the pay of the census marshal not to exceed \$6 per day. When teachers are employed, a notice must be sent to the Superintendent, stating the grade of the certificate, etc. The Clerk of the District must furnish all supplies. In schools where there are more than two teachers employed, the beginners must be taught by a teacher having at least two years' experience or a Normal School Diploma, and the salaries to rank the same as a first grade. Teachers must notify the Superintendent one week before the opening and closing of the schools. Any teacher whose salary is withheld may appeal to the Superintendent. Mr. Brooke made quite a little talk on school libraries and deplored the neglected manner of the libraries in the county. He suggested the necessity of every teacher studying the new school laws. His talk was very interesting and valuable to the teachers.

At the close of the Institute the following resolution was adopted :

*Resolved*, That, as our esteemed County Superintendent, to whose ability, devotion to duty and creative energy, San Bernardino county is chiefly indebted for the splendid school system which to-day is her pride, to-day celebrates his fifty-fifth birthday, this Institute extends to him its warmest congratulations, also its hearty wishes for his prosperity and happiness, as well as a long continuance of the professional pre-eminence he has so deservedly attained ; and be it further resolved, that this resolution shall be adopted by a rising vote.

#### PLUMAS COUNTY.

The Teachers' Institute of Plumas county convened at Quincy, May 14th, and continued for three days. This is the first Institute held in the county for several years. It was well attended by the teachers of the county. A few teachers, however, were prevented from attending by reason of the recent storm, and two young ladies, who were very enthusiastic in their work, walked nine miles on snow-shoes to be pres-



ent, and at the close of the session, said they were glad they came. The teachers and the people of Quincy took a very lively interest in the Institute work. Prof. C. H. McGrew was present as Institute Instructor and did valuable work during the entire session. His evening lecture on "Head, Heart and Hand," was well received. State Superintendant Hoitt made his appearance at the Institute on Wednesday morning and during the afternoon addressed the Institute for nearly an hour upon various points in the school work, answering many questions and giving sound advice. His remarks were fully appreciated and received rounds of applause. The people of the town turned out in a body and filled the Town Hall to overflowing on Wednesday evening, to hear his lecture upon "What to Do and How to Do It." Good music was furnished and everybody returned home feeling that the evening had been one of pleasure and profit. Superintendent Hoitt expressed himself well pleased with the work of the Institute, and felt amply repaid for the long and fatiguing journey by rail and stage, which he had taken in order to be present. He stated that Superintendent Foss was the right man in the right place and would keep their schools up to a high standard, with the active support of the parents and teachers.

ENGLISH gentlemen of 400 years ago considered the pursuit of literature, art, and science, unworthy of any of their class, which was expected to live solely for sport. American gentlemen, and this includes all Americans, hold the same opinion with regard to all mechanical pursuits. Are such notions a whit less childish than those of 400 years ago? I think they are even more so; for a man may very well be a gentleman without scholarship, but he cannot be one without being able to earn his living by his own labor. The truth is, while we flatter our vanity with the notion that we are an enlightened people, on the ground that we have a government and a certain mechanical contrivance which our forefathers had not, we are sunk in barbarism as regards all ideas of human worth. For well nigh 2000 years, Christianity has taught that character, and not position or possession gives value to men. We act and think, for the most part, as if such teachings had never existed.

THE young ladies of the Wisconsin University are studying carpentry, and they are gaining proficiency in the mechanical department as rapidly as in the more intellectual studies in which they are engaged.

## State Official Department.

JUNE, 1889.

LEA G. HORT, State Superintendent Public Instruction. : : : EDITOR.

### PAYING FOR EXHIBIT WORK.

**Q.**—Can bills for material used in preparing a school exhibit at a County Institute be paid out of the county fund after an eight months' school has been maintained?

**A.**—Section 1621, P. C., says that any balance remaining to the credit of a district after an eight months' school has been maintained, may be used to pay outstanding claims.

### TEACHING IN PRIVATE SCHOOLS.

**Q.**—Can the time taught in a private school be counted into the ten years' teaching required of an applicant for a Life Diploma?

**A.**—Time spent in teaching private schools has always been counted and justly so, but time spent in teaching private individual pupils should not be accepted or counted as part of the school experience.

### TRANSFER OF STATE FUNDS.

**Q.**—Through a mistake the county money apportioned to a district has been paid out for teachers' salaries, leaving the state fund on hand, and no county money to pay the expenses. Is there any way by which the state fund can be transferred to the county fund?

**A.**—No! the law is very plain in this matter and I see no way in which such transfer can be made.

### LIBRARY STAMPS.

It is desirable that Trustees be requested to require teachers to take the best of care of these stamps, that they do not get lost or mislaid. Superintendents should require a receipt from all District Clerks for the stamps, and teachers or clerks should immediately notify the Superintendent of the loss or permanent defacement of any stamp, in order that it may be replaced. It is the duty of the Trustees to cause each library book to be stamped immediately, in the manner required by

Section 1712, of the amended School Law. See amendments in April number of the EDUCATIONAL JOURNAL. See also Sec. 1617, sub 11th.

#### SCHOOL LAWS.

The new school laws cannot be ready for distribution before the next fiscal year, commencing July 1, 1889.

#### REGULAR MEETINGS OF TRUSTEES.

The attention of Trustees is especially called to the new laws (Section 1617, sub. 1st., requiring *all* business to be transacted in regular or specially-called meetings, notice of which shall have been given to each member, and to Sec. 1617, sub. 1st., requiring them to immediately notify the Superintendent, in *writing*, of the employment of teachers.

#### PACIFIC EDUCATIONAL JOURNAL.

The new law now requires District Clerks to immediately notify the publishers of the above journal whenever he fails to receive it. See Section 1650, sub. 4th. Teachers should keep an unbroken file of the JOURNAL in the Library.

#### LIFE AND EDUCATIONAL DIPLOMAS.

Hereafter applicants for these State Diplomas must have recorded on their recommendations, the places where they have taught and the length of terms. The thirty-five and seventy months respectively, must extend over the required periods of five and ten years. Five years *may* embrace fifty months of teaching, but it *must* embrace thirty-five. Teaching in private schools may be accepted, but *not* the mere teaching of individual private pupils.

#### NATIONAL EDUCATIONAL ASSOCIATION.

The following letter explains itself and will be of interest to many teachers:

SAN FRANCISCO, May 23, 1889.

HON. IRA G. HOITT, *Supt. Pub. Ins.*,

Sacramento, Cal.

*Dear Sir*—Our \$80 round trip Missouri River tickets are good for six months. They are on sale and can be purchased at any time.

We have not yet learned as to the tickets that are to be sold from Missouri River points to Nashville and return, and it is questionable in

my mind whether we would have a sufficient number of applications for such tickets, to warrant the printing of any, as I am inclined to think the majority of those intending to attend the Nashville Convention would prefer to purchase our six months tickets for Council Bluffs, Kansas City and other Missouri River points at \$80, or for Chicago at \$100, or for St. Louis, Memphis or New Orleans at \$92, as undoubtedly the majority would not care to return from Nashville to the destination of their overland excursion tickets by the same route that they take going to Nashville. For example, going east from Kansas City direct to Nashville, returning through some eastern route via Chicago.

Very Respectfully,

T. H. GOODMAN, G. P. & T. A.

### HIGH SCHOOLS.

Following is a list of High Schools in California, with the Principal of each :

Alameda, J. H. Firehammer,	San Francisco (Girls), John Swett,
Berkeley, Henry Vechte,	San Francisco (Boys), F. Morton,
Gilroy, Mrs. M. A. Van Schaick,	San Jose, L. B. Wilson,
Los Angeles, F. H. Clark,	San Rafael, C. S. Smith,
Marysville, Mrs. Emma Hapgood,	Santa Barbara, F. W. Conrad,
Modesto, C. S. Phipps,	Santa Clara, John Manzer,
Oakland, J. B. McChesney,	Santa Cruz, D. C. Clark,
Petaluma, I. S. Crawford,	Santa Rosa, C. E. Hutton,
Sacramento, J. H. Pond,	Stockton, S. D. Waterman,
Salinas, A. D. Tenney,	Vallejo, C. B. Towle.
San Diego, F. H. Hyatt.	

AN English naturalist, Mr. A. H. Swinton, has collected and analyzed over one hundred notices—ancient and modern, true and fictitious—relating to the great sea-serpent. He is thus forced to the conclusion that the creature is "a venerable sailor's yarn derived from ocular impression, while, quite apart from all other considerations, it is quite impossible that a species of air-breathing serpent should lie at the bottom of the ocean and be so seldom seen." He finds that the enormously long tentacular arms of the giant squids or calamars—distinguished from the better known cuttle-fish by their cyclindrical bodies—have given rise to a story of the great sea-serpent.

## Editorial Department.

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"THAT dull boy" may be the brightest man of all your class. Keep on trying to help him.

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A CHILD respects *true worth* only. You may preach at him forever, but if you do not practice what you preach you will never reach him.

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AN HOURS' walk after school wards off nervous prostration, and an hours' walk before school make your scholars happier.

---

PHYSIOLOGY, Hygiene and Temperance, well taught, would reform this earth. How many of our teachers fully realize their opportunities in this matter of health?

---

SIGHT reading for fifteen minutes every day will help your work along wonderfully if you choose a good book—"Little Lord Fauntleroy"—for instance.

---

THE wide awake and staring teacher! knows! the life of Pestalozzi by heart and her every day work in the school room! shows that she has not only an intellectual apprehension of his! methods, but that her heart is touched by his broad sympathy for child nature. Do you wonder at her success?

---

WHY is it that the picture of a cat is universally considered as a particularly educating spectacle? Nearly every primer we have ever seen, either begin with the picture, or the word "cat," without the picture. After ringing the changes on "cat," as "A Cat," "The Cat," "I See a Cat," "It is my Cat," etc., then comes rat and all the rest of them. In Boston they have capped the climax by putting National Histories in the Primary Schools with the whole story of the cat first. Why is this? What has the cat done for us, that she of all others should be so honored? Where is the genius who will suggest a picture and word for the next century? It looks now as if the cat must go.

---

IT is gratifying to the true friends of education! to notice the increasing interest taken in educational practices by men of prominence in

the various callings of life—men whose whole thought and time is occupied with their own affairs. It is true that their utterances sometimes indicate superficial views, and that their zeal is more remarkable than their wisdom, still the thoughtful teacher can gather from their articles a drift of public sentiment which it is well to heed. Because, however, the schools of a particular locality have abused the practice of written examinations, and those of another place have indulged too freely in corporal punishment, it does not follow that written examinations are all wrong, or that corporal punishment should be abolished. We confess to belonging to that class of conservatives, or "old fogies," if you choose, who still believe Solomon displayed his usual wisdom when he gave his well-known advice concerning the use of the rod. There seems to be a vast amount of weak sentiment in certain quarters regarding the effect upon the "spirited boy," when the hand of authority is laid upon him. Justice and right sometimes assumes grander proportions when seen through tearful eyes. Unfortunately, some boys are so constituted that they are unable to respect authority until its appeal is made through the sense of feeling, and it usually happens that unless this impression is properly made in their youthful days, they grow up to be men who have not a proper regard for law. In stating this, we do not mean to be understood as favoring indiscriminate corporal punishment, but a judicious use of the rod. If a teacher is unable to determine whether the case is one requiring corporal punishment or not, it is a misfortune to say the least. If the pupils of a school know that authority will be upheld even to the extent of using the rod when it becomes necessary, and that it is only used when circumstances demand it, there will be few occasions for its use unless the pupils are unusually depraved.

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IN THE February number of the JOURNAL we offered a prize of five dollars for the best description of a school house and grounds, to be written by a pupil under eleven years of age. From the number of descriptions sent us, we have decided to award the prize to Rosie Sunderer of the Mission San Jose School, in Alameda county. There were several others which were of considerable merit, but taking all things into consideration, penmanship, punctuation, methodical arrangement, etc., we have decided that Rosie Sunderer's paper contains more excellencies and less faults than any of the others. We congratulate Miss Rosie on her success and we trust her aims will always be noble, and her attainments in school life satisfactory to herself, her teachers and her parents.

## THE PACIFIC EDUCATIONAL JOURNAL

### CALIFORNIA TEACHERS' ASSOCIATION.

Following is the programme of the California Teachers' Association of the summer session, to be held at Pacific Grove, Monterey County, Tuesday, Wednesday and Friday, June 27th, 28th, 29th and 30th, 1909:

#### TUESDAY.

9:30—Calling the Association to Order, Vice-President D. C. Clark, Santa Cruz;—Reading of Abstract of Minutes of Last Session, and Report of Executive Committee; Appointment of Committees; Miscellaneous Business.

#### AFTERNOON SESSION.

1:30—Woman's Work in Education, Miss Anna C. Murphy, Los Angeles;—The Kindergarten in the Public School, Miss Mary E. Arnold, Congress Polytechnic; 2:15—General Discussion; 2:45—The Attitude of the Teacher to his Pupils, Thomas E. Kennedy, Inspector of Public Schools, San Francisco; 3:45—The Book in School, F. C. Twining, Superintendent Public Schools, Riverside.

#### EVENING SESSION.

7:45—Address, F. F. Jewell, D. D., San Jose; 8:45—Conversation Social. As it is expected that the Committee on Introduction will be uniting in its efforts to make the teachers acquainted.

#### WEDNESDAY.

9:15—The Moral Aspect of the Public School System, C. E. Tellefsen, Pasadena; 10:45—What shall Teachers Read? Miss Lillian A. Howard, Secretary of the California Teachers' Reading Circle, Santa Cruz; 10:15—General Discussion; 10:45—The Value of Mathematics as a Study in our Schools, J. S. Austin, President of the Methodist College, Santa Rosa; 11:30—General Discussion.

#### AFTERNOON SESSION.

1:30—Address, Vice-President D. C. Clark, Santa Cruz; 2:00—Primary Work, Mrs. A. Burr, Los Angeles; 2:30—General Discussion; 3:00—The Relation of Education to Crime; J. C. Keith, President Pierce Christian College, College City; 3:30—The Ends in Schoolroom Work, Miss Bessie Dixon, San Francisco; 7:45—Address, G. H. Hottel, State Superintendent Public Instruction; 8:30—The Responsibility of the Educated Mind, C. C. Stratton, D. D., President Mills College.

#### THURSDAY.

9:15—To what End should History be Taught? Mrs. Fanny M. Pugh, Oakland; 10:00—Our Profession, Miss Adelaide Boschen, Stockton; 10:15—Three Unknowns, A. R. Coffey, Sutter City; 10:45—Our Work as it Should be, Job Wood, Jr., Superintendent Public Schools, Monterey County; 11:15—Discussion by Superintendents, L. Wilson, C. H. Murphy, J. W. Linscott, P. M. Fisher, Geo. F. Mack, R. F. D. T. Meredith and others.

#### AFTERNOON SESSION.

1:30—The Make-Up of a Daily Paper, T. J. Vivian, San Francisco Chronicle; 2:30—The Unity of Education, Wm. Carey Jones, University of California; 3:15—General Discussion; 3:45—Mental vs. Physical Culture, F. Cornwall, M. D., San Francisco.

#### EVENING SESSION.

7:45—The Conservative elements of American Citizenship, Hamilton Wallace, San Francisco; 8:30—The Higher Education, A. C. Hirst, D. D., President University of California.

#### FRIDAY.

9:15—Address, Miss Laura T. Fowler, Inspector of Public Schools, San Francisco; 10:00—The Influence of the Public Schools on Good Citizenship; H. Weinstein, San Francisco; 10:45—Address, Chas. H. Allen, San Jose; 11:30—Report on School-room equipment, and award of Prize offered by Prof. Albert S. Cook; Reading Minutes; Miscellaneous Business; Adjournment.

## Our Book Table.

**CIVICS.** By J. T. McLeary, of Normal School, Minn. Published by D. D. Merrill, St. Paul, Minn. Numerous books relating to civil government have had the opportunity of none have pleased us as much as this. The author evidently had a clear idea of what was needed for a book of this kind, and executed it deeply impressed with importance. The subjects treated are those which every youth in the land is familiar with and the manner of treatment is admirable. We take pleasure in recommending the book to the teachers of civics, feeling assured that they will benefit by it.

**MOBILS.** Part I. Mammals and Birds. By Samuel Lockwood. Published by Iverson, Blakeman & Co., New York.

Such a thing as the presentation of facts in a way which not only does not, but to really repel the reader, the reading of a few lines of these books to convince us they were written by a master hand. Imagine a most interesting matter about birds and mammals presented in a most delightful way, and you have some idea what the books are. Afterward read them you will find them even better than you expected to. They are excellent books for supplemental reading in our schools. Teachers will make no mistake in recommending them for these purposes.

**BOOK OF ARITHMETIC.** By G. C. Smith, formerly Professor of Mathematics at the Potsdam State Normal School, N. Y., now of the Whitewater School, Wis.

Designed to supply the demand

for a text-book to be used in the method and teachers' classes of normal schools and academies, and also to be a help to regular teachers in their preparation for class work. The order of presenting subject matter though somewhat novel, has been most carefully planned, and the analogies to kindred subjects have been prominently presented. The book does not contain problems, but is to be used in connection with a collection of examples.

**THE GOVERNMENT OF THE PEOPLE OF THE UNITED STATES.** By Francis N. Thorpe, Ph. D., Professor of History and Political Science in the Philadelphia Manual Civil Government in the University of Pennsylvania. Price, 90 cents. Published by Eldridge & Bro., Philadelphia, Pa.

In this volume the Government is presented in its historical, in its legal, in its political and in its economical relations. In the development of his theme the author has aimed to present the principles underlying civil life and their growth and applications in society, rather than to give discordant political facts. The general plan of the book is somewhat different from others of its class and it appears to us to be much better. It is a book which should be in every school and its contents should be familiar with every youth in our country.

**ONE HUNDRED LESSONS IN COMPOSITION.** By Rev. W. H. Huston, M. A., First English Master, Collegiate Institute, Toronto. New England Publishing Co., 3 Somerset street, Boston.

This is a small work with paper covers, contains but sixty-eight pages, but is full of good things. It costs but 25 cents and no teacher will make a mistake in sending for it.

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EDITION OF 1888.

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**ALSO JUST PUBLISHED:**

**HARPER'S INDUCTIVE GREEK METHOD.**

By Prof. WM. R. HARPER, Ph. D., Yale University, and WM. E. WATERS, Ph. D., Cincinnati.

**HARPER'S INDUCTIVE LATIN METHOD.**

By Prof. WM. R. HARPER, Ph. D., Yale University, and ISAAC B. DUNGER, A. M., Latin Teacher, Rogers High School, Newport, Rhode Island. For introduction, each, \$1.00.

The method employed in these books is that followed by Professor Harper with each sign case in his classes at Chalmers and elsewhere. A sentence of the original text is first placed before the pupil. The pronunciation and exact translation of each word are furnished him. The aid which the teacher gives him in advance, and with the material given in the text, he thoroughly masters the words and phrases of this sentence or section. His knowledge is then required him to recite or write the Greek or Latin sentence, as the case may be, with an adequate translation before his eye. With this as the foundation, and with adequate notes, the work is then introduced in various relations, care being taken to prevent the memorizing of Greek or Latin text, without a clear idea of the force of each.

**READING IN NATURAL HISTORY.**

ANIMAL MEMOIRS. By SAMUEL LOCKWOOD, Ph. D.

PART I.—MAMMALS. Cloth, 12 mo. 317 pages. PART II.—BIRDS. Cloth, 12 mo. 397 pages. For introduction, 60 cents each.

"Dr. Samuel Lockwood has written in 'Animal Memoirs' a really fascinating book. His descriptions of the animals he has known are told with tenderness and humor; his descriptions of the characters, the idiosyncrasies of his friends, are full of sweet, attractive feeling, as well as accuracy. It is a book which will not only delight children, but will teach the most valuable lessons of loving kindness."—*New York Tribune*.

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## ADDRESS ON SCHOOL DISCIPLINE

(Before the Principals of the Public Schools of San Francisco, December 7th, 1888.)

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BY JAMES DENMAN.

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*Ladies and Gentlemen:*

It is first necessary to have a clear understanding of school discipline before entering into any elaborate discussion, as it is so immediately blended with every kind of instruction, that I hardly know how to treat it as a separate and independent department, for he who holds clear views as to instruction does the same as to discipline.

"Subjects of instruction are, according to the ancient, but oft-forgotten opinion, disciplines."

Discipline is not the art of rewarding and punishing, of making pupils speak and be silent.

It is rather the art of preparing them for active lives of usefulness here, and happiness hereafter. Teaching is something more than merely communicating knowledge, it is to stimulate, develop, and lead into a condition of independent activity all the powers of the intellectual and moral faculties.

The true *educator* of the present day does nothing except to teach from one day's end to the other; he is entirely a *teacher*, and should therefore with propriety, be called by no other name.

The ancient *schoolmaster* has nowadays advanced to the grade of *teacher*.

As "teacher" he calls into activity the observation, industry, love of learning, capacity for it, power of language, self-help and self-control of his pupils; *all his faculties, not merely those of acquiring knowledge*, but his feelings and character; that is, he *directs, corrects*, and disciplines him outwardly and inwardly. "In the well disciplined school room, order, propriety, morality, good manners, obedience, regularity in coming and going, standing and sitting are observed; while at the same time the pupil learns to love his occupation, his *teacher*, and the school."

Having thus presented school discipline as the true educating principle of the school room, I shall next consider a few of the requisites for good government, which every true teacher should possess.

FIRST IN IMPORTANCE IS SELF CONTROL.

It is an old but true maxim that "no man can control others until he has learned to govern himself."

Every teacher before entering upon the duties of his profession, should educate himself to have perfect control over his own passion under every trial and temptation, for in the school room his patience will be put to the severest test. His pupils may be guilty of the most provoking indulgence, and strongly excite his indignant feelings, yet he should preserve a calm and decided manner and let the deserved punishment be inflicted more in sorrow than in anger. Let him not forget amid all the trials and temptations of the school room, that "he who ruleth his own spirit, is greater than he who taketh a city."

He should therefore, carefully study his temperament and character, and fully satisfy himself that he can exercise a proper self government before assuming the responsible duties of his high calling, for it is unwise and unsafe to intrust the discipline of sensitive children to those who have no ascendancy over their own passions.

Says a great educator: "Our temper acts so suddenly that deliberation has no time to dictate its behavior; it lets the hidden man out and pulls off his mask. It is doing its brisk publishing business in every school room."

No day suspends its infallible bulletins issued through all manner of impulsive movements and decisions. Our pupils read them, for there is no cheating those penetrating eyes.

Every teacher moves through his school and conducts his exercise, a perpetual and visible representation to all under him of some sort of temper.

When least he thinks of it, the influence keeps going out. *The sharpest self inspection will scarcely inform him, moment by moment*

what it is, but his whole guide as a companion to the young is determined by it, his whole work is colored by it.

Penalties imposed in passion are proverbially the seeds of fresh rebellion.

Whatever *temper* you have suffered to grow up in the gradual habit of years, will get a daily revelation over your desks, as visible as any map upon the wall."

#### DECISION AND FIRMNESS

Should also constitute an important element in the character of every teacher.

In the administration of justice, there should be no hesitation or trepidation, or want of decision of character, manifested in the teacher.

He should possess firmness and determination to enforce a righteous decision, and a willingness to assume responsibilities as soon as they are made plain.

His *purposes* should be well formed, and then executed with that confidence which the cause of truth and the right alone can inspire.

There should, however, be no affected confidence, nor overweening assurance which is too often characteristic of the school master. All his acts should be tempered with becoming modesty and humility.

This will inspire confidence in the hearts of his pupils, and strengthen that bond of union so necessary between the governor and the governed.

In this connection I desire to impress upon every teacher the necessity of constant vigilance to enforce discipline according to the strict rules of

#### JUSTICE AND IMPARTIALITY.

The reputation for strict fairness and unconditional impartiality is the first fundamental requisite of efficient school discipline.

Curtman gives, as the principal requisite of a teacher as a disciplinarian, "Watchfulness, love of order, consistency, and *fairness*." Government is not tyranny exercised to please the caprice of the one who governs. It is only the despot who commands for the sake of being obeyed.

*All school punishments should be to improve the child.*

Theories of retaliation are quite as inadvisable as that of retribution to an offended deity. Some pious and mistaken teachers enforce severe discipline under the erroneous assumption that God's majesty is offended by every wrong action. No such views ought to be expressed, even in a penal code. Man has no voice in the decision of

divine displeasure, and consequently he should have no power to inflict punishment for it.

This same class of teachers, by reason of the same doctrine, see faults and sins where others do not. Some even carry this theory so far, that they look upon youthful waywardness as human depravity, and treat the children under their charge as reprobates and criminals.

And yet this is seldom a correct opinion even of such adults as are punished for crimes.

The more we examine men and their errors, the greater occasion we shall find to treat them, not as hardened devils, but rather as poor weak and tempted creatures. If this be true of those who have arrived at the age of reason and judgment, how much greater the necessity of exercising the true spirit of Christian charity and justice in the government and discipline of the youthful mind and heart.

"Justice and mercy are the two chief attributes of Deity, and these are the highest manifestations of humanity. To combine them in full proportion; to know when to be firm and when to yield; to carry the conscience, the judgment and the feelings of the pupil with you, so that your acts shall be at all times but the voice indeed of their own deepest, unuttered thoughts, should constitute the high endeavor of every true Educator, and to accomplish which every resource of his whole nature should be brought into full and complete employ."

#### AVOID GOVERNING TOO MUCH.

The old proverbs, "much speaking is a weariness to the flesh," and "many laws, many transgressors," are particularly applicable to the school-room.

As I have before suggested, government is a *means*, not the *end* of school-keeping.

The real object to be accomplished in school is to assist the pupil to acquire knowledge; to educate the mind and heart. To effect this good order is necessary. But when order is made to take the place of industry, and discipline the place of instruction; when the time of both teacher and pupil is mostly spent in watching each other, very little good can be accomplished.

In maintaining discipline it is not necessary to be severe. The teacher adds no weight to his authority by being armed with the "ruler" or the "birch." He effects nothing but confusion and weakness, by continued scolding and harsh threats. If the instructor would govern well, he should never be noisy or boisterous himself. A spirit of perfect self-control, kindness and determination in the teacher, is the surest passport to the confidence and willing submission of youth.

In governing his school he should be very *sparing* of his voice. There are *certain looks* which are far more powerful in silencing the noise and confusion of the school-room than the most severe language of reproof.

Order obtained at the expense of great noise and much talking is generally of short duration. That government is the most effective which secures good order and discipline at the least expense of force and effort. Teachers always govern the best where they seem to be governing least.

Professor Huntington, in his essay on "Unconscious Tuition," has given a beautiful and graphic contrast of two school-rooms: "In the first everything seems to be done with an ease which gives an impression of spontaneous and natural energy. The repose is totally unlike indolence. The ease of manner has no shuffling and no lounging in it. There is all the vitality and vigor of inward determination. The dignity is at the farthest remove from indifference or carelessness. The teacher accomplishes his ends with singular precision. He speaks less than is common, and with less pretension when he does speak; yet his idea is conveyed and caught and his will is promptly done. When he arrives, order begins; when he addresses an individual or a class, attention comes, and not as if it were extorted by fear, nor even aided by conscience as a duty, but cordially.

"Nobody seems to be looking at him particularly, yet he is felt to be there, through the whole place. He does not seem to be attempting anything elaborately with anybody, yet the business is done, and done remarkably well. Authority is secured; intellectual activity is stimulated and knowledge is acquired with a hearty zeal.

"Over against this style, we find in the other school-room one who is the incarnation of painful and laborious striving.

"He is a conscious perturbation; a principled paroxysm; an embodied flutter; a mortal stir; an honest human hurly-burly. In his intentions he is just as sincere as the other. Indeed, he tries so hard that, by one of the common perversions of human nature, his pupils appear to have made up their minds to see to it that he shall try harder yet, and not succeed after all.

"So he talks much, and the multiplications of integers and fractions enfeeble his government and beclouds the recitations.

"His expostulations roll over the boys' consciences like obliquely shot bullets over ice, and his gestures illustrate nothing but personal impotency and despair."

## MAKE BUT FEW RULES AND REGULATIONS.

There is no general recipe book for the thousands of cases which may arise in the discipline of the school. That instructor who attempts to make a specific rule or law for every particular offense, will find new difficulties at every step.

Children will be confused by the conflicting demands of a large code of requirements and prohibitions, and in endeavoring to avoid Scylla they will be likely to fall into Charybdis.

The same laws of discipline will no more prove of equal effect in every different case than similarity of treatment in disease will produce uniformity of results. No one thing is suited to all.

"What one man plies with success will fail in another."

The golden rule of duty should be the great governing principle of the school-room.

The direction *do right* is complete and comprehensive.

There is in every child a desire to *do right*, upon which the teacher may rely when guided by the rules of duty and justice. But when governed only by written laws and regulations, children soon cease to act from the dictates of their conscience.

Their moral sense soon becomes so blunted that they learn to do only upon the principle that what is not strictly forbidden is right, and as no teacher was ever yet so wise as to make a law for every case, the consequence is, he is continually annoyed with unforeseen difficulties and evasions.

For similar reasons the teacher should guard against the too common practice of *threatening*. "Oft-repeated and continual scolding in family or in school, only tends to make *bad* children worse and *good* ones indifferent." Threatening is generally the language of impatience which is usually resorted to as a means to frighten children into obedience, and, like the barking of a dog which has no intention to bite is generally made without any design of execution.

Parents and teachers should exercise more care and *say only what they mean* and mean just what they *say*. If they would manifest firm, decided and unyielding, though kind determination to have every duty strictly regarded, and all just requirements promptly obeyed, would seldom be necessary to use threats, or to exercise power to unpleasant extent. As the poet has well said:—

"Be obeyed when thou commandest,  
But command not often;  
Let thy carriage be the gentleness of love,  
Not the stern front of tyranny."

But it may be asked, if there are no fixed laws for the discipline the school, the same as in the government of nations, how is good order to be secured?

I would answer, various means must be used. Individual character must be studied, circumstances investigated, and all the ingenuity and tact of the teacher exercised. Those apt movements, happy hits and quick inventions which characterize *real tact* are far more powerful to preserve order in the school than the bludgeon.

Far-sighted plans, quick movements and clear instructions, with strong executive energy are as valuable qualities in the school-room as upon the battle field.

There should be no *favoritism* or *privileged aristocracy* in the school room.

Teachers too often are in the habit of extending favors and privileges to the larger pupils which they deny to the smaller ones. It is cowardly to punish the younger children to frighten the older ones into obedience. It is far more manly and polite to make an example of the larger scholars, as the smaller ones will seldom resist authority which is established over those above them.

We should let all our intercourse with children be marked with fairness, disinterestedness, and an earnest devotion to justice and a fervent desire to equally promote the welfare and happiness of all under our charge, irrespective of personal feeling and prejudices.

*Uniform and cheerful government* is a powerful agency in disciplining youth.

If you have no control over yourself, and govern entirely according to the caprice of your own feelings, your children will quickly learn to read in your countenance their fate for the day.

The *human face* is a perpetual picture which pupils unconsciously study. Your plans will miscarry if you expect a genial and nourishing session when you enter with a face blacker than the black-board.

And very often you may be unable to account for a season of rapid and systematic progress which is really due to the bright interpretation and conciliatory overtures glancing from your eyes, or subtly interwoven in the lines of frankness and good will about your lips.

If to-day you are in good health and fine spirits, you allow your pupils freedom and privileges which you deny them to-morrow when suffering under irritation or depression of mind, you cannot long expect to retain their sympathy and willing submission.

Be not deceived therefore, that your irregularities of feelings and temper will pass without inflicting evils which will have a lasting

and unhappy influence over the youth committed to your charge which you cannot compensate with the most ardent zeal and greatest scholarship.

*Full, active and pleasant enjoyment* is also an important means of securing *good government*.

The old proverbs that

"Idleness is the mother of mischief,"

And that

"Satan finds some mischief still  
For idle hands to do,"

Are living truths, particularly applicable to the school room.

Activity—constant, true, mental and moral activity—is one of the great primary laws of the child's nature, and *it is the teacher's* vocation to give the right direction to this activity of thought and feeling.

In order to accomplish this difficult task, he should be supplied with all the modern improvements in text books and school apparatus to render instruction pleasing and attractive instead of a task which the young tyro dreads with fear and displeasure.

Our primary schools, especially, should be so many cabinets of nature and art; every inch of wall not indispensably required for black-board exercises, should be secured for educational purposes. Specimens of plants, minerals, shells, birds, and whatever else can be appropriately placed before the eye. Children should be instructed that

"Their teachers are the rocks and rills,  
The clouds that cap the far off hills;  
The flowers, the sturdy forest trees,  
Each blade of grass, each whispering breeze."

I know that geography, grammar and arithmetic are indispensable in the education of every youth. They should be learned, and learned well.

The fundamental branches of a good English education must not by any means be neglected; but we should not shut out from the youthful mind this fair and beautiful world around us.

I believe with Hooker, the great naturalist, that "We live in the midst of a material world, animate and inanimate, presenting phenomena of the highest interest and of endless diversity." And yet throughout almost all the period of childhood, and perhaps we may say of youth also, this book of Nature is, in our city graded schools, very nearly a sealed book.

The very process of education shuts in the pupil from the broad contemplation of the world in which he lives.

He is drilled through spelling, reading, and grammar, but he is left in total ignorance of the beautiful flowers and the majestic trees outside of the school room. How very few, even of the best educated adults, know the process by which a plant or tree grows? And the same can be said of other phenomena of nature. The great facts of the world, both of mind and matter should furnish really the material for education.

Instead of beginning the child's education with learning to spell and to read, the object should be to make him an observer of nature, and the spelling and reading should be done in connection with this and subsidiary to it.

Things, and not words or mere signs, should form the first,—constitute the substantial part of instruction.

We should aim to impart to him a spirit in consonance with the following precept of Hugh Miller, the famous self-taught geologist:

"Learn to make a right use of your eyes, the commonest things are worth looking at, even the stones and weeds and the most familiar things."

#### INTEREST IN STUDY

It is the first thing which every teacher should endeavor to excite and keep alive. There are scarcely any circumstances in which a want of good order and intellectual discipline does not proceed from a want of interest in the studies and exercises.

"I would," says Pestalozzi, "go so far as to lay it down as a rule that whenever children are inattentive and noisy, and apparently have no interest in school or study, the teacher should always look to himself for the reason."

When a child is doomed to listen to lengthy explanations or to go through with exercises which have nothing in themselves to relieve and attract the mind, there is a tax upon the spirits which every teacher should make it a point to abstain from imposing. And when all this the fear of punishment is added, besides the tedium, which itself is punishment enough, it becomes absolute cruelty.

In order to secure the proper interest and attention in school, every teacher should, before opening school, carefully prepare some *plan* of the day's study and instruction, and place it before the pupils so that at the moment of their time during school hours shall be actively engaged in some interesting and useful employment.

"A time and place for everything and everything in *time and place*," should be inscribed upon every banner of knowledge and indelibly engraved upon the character of every teacher and pupil.

Wisdom in planning, and skill in performing, are the two great elements of success in every undertaking, especially in the school room. This daily preparation for your difficult duties will insure you the interest and attention of your pupils who will soon learn to study and with pleasure.

Where schools are thus instructed there will be but few impromptu and disorder; where they are not you will be constantly obliged to make rules and inflict punishment without the desired results.

#### MUSIC

Music in school will also have a happy influence in promoting *cheerfulness* and *good order*. When pupils become dull, restive and noisy, nothing so readily restore cheerfulness and attention as a few moments devoted to singing some familiar and enlivening song. If "music charms to soothe the savage breast," certainly its salutary and soothing influence over the feelings and passions of the youthful heart of civilized society cannot be less beneficent and effective.

"The Germans have a proverb," says Bishop Potter, "which I have come down from Luther, that 'where music is not the devil enters.' As David took his harp when he would cause the evil spirit to depart from Saul, so the Germans employ it to expel the obduracy from the hearts of the depraved. In their schools for the reformation of juvenile offenders (and the same remark may be applied to those of our own country), music has been found one of the most efficient means of producing docility among the stubborn and vicious."

It will serve as a pleasant recreation to cheer and gladden the heart when wearied and vexed with the toils and perplexities of the day, and thus act as a safety-valve through which may escape the pent up noise and feelings of mischievous activity which would otherwise develop themselves into confusion and disorder.

I would, therefore, earnestly recommend the introduction of music if for no other reason than its instrumentality in promoting good order and adding to the happiness of the pupils.

Frequent drills in free *calisthenics* and *gymnastics*, like musical exercises, will also prove a pleasant means of escape for the accumulated *restlessness* or *ennui* consequent upon the confinement and restraint of restless childhood and youth.

In my own school I have always required the teachers under my charge to give their classes some pleasant physical exercises whenever they found their pupils inclined to be listless or noisy. It gives increased vitality to the animal vigor and mental energies. It is far more potent in quelling mischief and disorder and in inciting scholars

to renewed efforts in study than the most violent threats and expostulations.

#### THE LOVE OF APPROBATION

for the regard and good opinion of their friends and associates is another powerful means of securing the attachment and submission of youth.

The love of approbation is universal in the character of every individual, and must, therefore, have been implanted in the human heart for some good purpose. It shows itself in early childhood and affords the parent an easy means of influence and control. If properly directed it is a powerful motive to stimulate youth onward in the path of duty and of noble action.

The *love of approbation*, if rightly cultured, strives to gain, by noble endeavor, the favor and esteem of the *wise* and *good*, and the approval of *parents*, teachers and friends. We should therefore strive, as teachers, to cultivate this beneficent faculty, so that the pupils under our charge will be inspired with a higher love for duty, and a more sacred regard for the obligations which they owe to their fellow-beings.

In order that it may be directed to the parent, the teacher must either send home some written report of the standing and deportment of his pupils, or he must make frequent visits in his district and frankly consult with parents in regard to the progress and prosperity of their children. Much of the insubordination in the school-room arises from a misunderstanding on the part of parents, who too often express in the presence of their children, their anger and their prejudices against the teacher in the severest language of reproof and condemnation. Children seldom render willing submission and respect to their instructors when their acts are disapproved or criticised at home.

In order that written reports may have a proper and lasting benefit they should be made with great care and accuracy.

They should not only contain a record of the real merits obtained in recitation and deportment, but as nearly as possible an exact report of the efforts which each pupil has put forth to improve himself in discipline and study.

Few of us are aware of the powerful influence which the slightest censure or approbation has upon the youthful mind for good or for evil.

The following experience of Mr. Sweetzer, is worthy of the careful consideration of every educator :

"We met," he says, "a few days ago, a young lady, a former pupil of ours, who is now a successful teacher of a grammar school.

For a year or two she caused a great deal of trouble by neglecting her studies and otherwise abusing her privileges. At last a sudden change took place in her conduct, and from one of the most troublesome scholars, she became one of the best.

"YOU PRAISED ME,"

"I found I had met your approbation and I was determined to deserve it."

This is the unwritten experience of many scholars who have first been awkward to a sense of duty at school by the kind approbation of a faithful and approving teacher.

*Be careful of the first impression which you make.*

Youth studies character and with speed and accuracy. Full of expectation and curiosity, they watch every action and look, and listen to every word you utter as you enter for the first time your school, to gather with mingled hopes and fears some omens of their future destiny while under your instruction, but almost sure to *like or dislike*, according to their *first impression*.

They may not be able to express in language an exact estimate of your character upon your first introduction, yet they soon come to unconscious conclusions about you which are generally not far from the truth. You cannot long assume that which you are not; the fixed and everlasting principles of character cannot be counterfeited and put aside.

There is something in the appearance and personal influence of the teacher before his school which is indefinable, yet it exerts a greater influence and a deeper impression than the words he utters. "It is the influence of character of one soul directly upon another, exhaled through the breath, streaming through the eyes and animating every motion rising up out of the deep and secret foundations of the heart and finding its way through the most subtle and indivisible channels into the hidden recesses of every young child's being."

We should therefore earnestly strive to first impress our pupils with an honest conviction that we take a deep interest in their welfare and that while we desire to rule with love and kindness, we have the resolution and firmness of character to command obedience and respect.

*Courtesy of manners and correct habits* are also indispensable requisites in the character of every teacher.

Some one has said that "a beautiful form is better than a beautiful face, but a beautiful behavior is better than a beautiful form."

(To be Continued.)

## HEART HUNGRY FOR A WORD OF ENCOURAGEMENT.

Parents are too often slow to see the motive of their childrens' kindest actions. A little fellow has been reading of some young hero who helped his father and mother in all sorts of ways ; and after racking his brains to think how he, too, can help, he remembers that he can fetch his father's slippers, and take his boots away and put them in the proper place. Without saying a word to anybody, when evening comes he does it ; but the father is so occupied that he notices not what the boy has done. The little fellow hopes on, thinking that when he goes to bed his father will say how pleased he was to see Charley so willing to help ; but not a word is uttered, and the boy goes up to bed with a choking feeling in his throat, and says his prayers by the bedside with a sadness very real in his heart.

Parents often complain of children not being so ready to help as they should be ; the fault is with the parents, who have not known how to evoke feelings with which the heart of every child is richly stored. All words of approval are helpful and encouraging. In a large family there have been days of anxiety and care. The eldest daughter, by her skill in teaching, has earned a little extra money, and without a word to any one she lays nearly all of it out in buying things that are much needed in the house. What joy fills her heart when a fond mother takes her aside, and with emotion that cannot be concealed, says how thankful she is for such considerate kindness, and murmurs : " I don't know what we should do without you, darling." My friends, do not be so chary of these words of encouragement.—*Good Words*.

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TEN OR TWELVE BOYS have within a short time been committed to the Insane Asylum at a place whose insanity has been traced directly to the smoking of cigarettes. The number who by reason of the same indulgence have brought on a degree of imbecility that may ultimately land them in the asylum or in the Penitentiary cannot be reduced to an exact estimate. But having occasion recently to make some inquiry about a number of boys who had figured in the records of the criminal courts, it was found that a majority of them were habitual smokers of cigarettes.

*EXPERIMENTS TO BE USED IN CONNECTION WITH  
TEACHING SCIENTIFIC TEMPERANCE.*

[By Ida M. T. Blochenan.]

As promised in last month's article this paper will be devoted to distillation and its products, but before I go further I wish to call your attention to a little pamphlet containing twenty experiments bearing on Scientific Temperance, prepared by Mrs. R. R. Johnston and endorsed by our State Superintendent. This little pamphlet will be found very useful and doubtless may be obtained by ordering through your nearest local W. C. T. Union.

We learned something of the manufacture of wine last month; it contains generally from ten to twenty-five per cent. of alcohol, the other ingredients being principally sugar, various acids and water. Beer contains only from three to four per cent. and cider from two to ten per cent. So of all the fermented drinks, they contain a comparatively small amount of that substance for which they are all drunk—alcohol.

The stronger liquors, brandy, whiskey, rum, alcohol, etc., are obtained from fermented liquors by the process of distillation. This is rendered possible by alcohol being much more volatile than water, therefore when heat is applied to wine, beer, or cider, the alcohol passes off first, leaving a great part of the water behind. If now this vapor is condensed, the product will be much stronger in alcohol than was the original liquid.

If the liquor you are experimenting upon has only a small amount of alcohol, it will be necessary to distill it two or three times before obtaining a liquor strong enough to give the characteristic tests of alcohol.

Apparatus needed: hard cider, beer, wine and some patent medicine that you have previously tested and found to contain a *large* amount of alcohol, (you will have no difficulty in finding several), a small retort and receiver which ought to belong to the apparatus of the school, and which may be procured at a small expense of any dealer in chemical apparatus. If, however, all your pedagogical blandishments applied to the clerk of your school board will not obtain them, improvise a still in the manner described in Pathfinder No. 2. Take a tea-pot with a closely fitting cover, and fasten to its spout a piece of rubber tubing about two feet long. Let the other end of the tubing reach into a bottle standing in a dish of cold water, or on ice,

or wrapped in a wet towel. Put the liquor to be experimented upon into the retort or tea pot, and apply a gentle heat; the alcohol will volatilize first, and passing through the tube will condense and trickle slowly down into the cool receiver. When a sufficient quantity has been collected, test it by burning, dissolving camphor, etc., as mentioned in my first paper. If it is too weak to furnish the tests, redistill and try again. If wine is distilled the product is brandy. Whiskey in this country is made generally by distilling the product of fermented rye, wheat or maize. Molasses mixed with water, fermented and distilled, gives rum; distilled ale gives gin. Alcohol can not be obtained quite pure because a little of the vapor of water will pass over with it at every distillation; that which we ordinarily obtain is from 85 to 90 per cent. pure.

#### SCHOOL TRUSTEES.

I have read with interest an article on this subject in the April number, and also one in that of May. This is a subject of vital importance and it is indeed time that it should be placed before the public in its true colors. Owing to the way in which the country schools are managed, or rather, mis-managed, hundreds and thousands of dollars are annually almost thrown away.

Under the present system the teacher is so hampered, and placed at such a disadvantage, that good work is out of the question. It is not only that the leading trustee may be an ignoramus, and is very likely besides a drunken, immoral, brutal wretch, unfit for any position in respectable society, but the patrons of the school hold the teachers at their mercy. In many districts there are not more than from eight to ten or twelve pupils, and most of these probably come from one or two families. This gives the parents the power to break up the school at any time by simply withdrawing their children. I have known numberless instances of schools being ended in this way. Now, instead of allowing such power to rest in the hands of ignorant and often vicious persons, who do not care to educate their children, laws should be made and *carried out* forcing them to send their children to school until there is some *just cause of complaint* against a teacher.

This is one reason why teachers are so often changed in many districts. I have known *five* different teachers employed in one school district during one school year. And to have two or three is no uncommon occurrence. And what is the consequence? Why, in cases

without number, boys and girls of 16 or 18 years of age are found who can barely read and write, have never been beyond long division in arithmetic, and who scarcely know that there are such studies as History, English Literature, Rhetoric or Composition. Very likely the district possesses no library worth mentioning, and they have not been taught to love books, and besides all this, their knowledge of the English language is so meagre that they cannot correctly pronounce half the words in a paragraph in an ordinary school reader, or a newspaper. And as for the *meaning* of the words, that is something quite beyond them, something they seldom think of looking for. Is there no remedy for these crying evils? Is so much money to be wasted year after year and such results as these to be the outcome? Are not these poor children cruelly defrauded?

If trustees and parents show such culpable indifference to the true welfare of the child, should not the law come to the rescue? Is there a law to prevent these things? Why then is it never enforced?

The best teachers—those whose services are really valuable,—are constantly being driven from the country schools. The teacher with a healthy conscience and a proper self-respect, can scarcely put up with the degradation of the position. In many districts if the teacher wishes to retain his place he must not teach his pupils to refrain from whisky, tobacco or profane language. Why? because the trustees and parents are all addicted to such habits and consider the teacher is throwing stones at *them*. I have known several instances of teachers getting into trouble in this way.

Mrs. Drake suggests that trustees should pass an examination. I say amen to that, and would amend that they be men of good moral character.

I would like to place these ideas (and many more), before the public, because I feel sure that this matter is very little understood by the people at large. However, I will not trespass further now upon your valuable time.

O. P. Q.

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THE Illinois State Senate has passed a bill requiring that all school children "of suitable age" shall be "instructed in physiology and hygiene, with special reference to the effects of alcoholic beverages, stimulants and narcotics on the human system." No teacher is to be given a certificate who cannot pass a satisfactory examination on these points.

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CONNECTICUT proposes to adopt town management for schools.

## SOME PHASES OF MODERN TRAINING.

"Believe me, whatever of dignity, whatever of strength we have **within** us will dignify, and will make strong the labors of our hands; **whatever** littleness degrades our spirit will lesson them and drag them **down**. Whatever noble fire is in our hearts will burn also in our **work**."

The imparting of general knowledge should not be the main object of teaching—it should be soul training, the awakening of it to realize its own beauty, to train the latest artistic element in it, to foster and bring out that grand love of truth in it, so necessary to strength of character.

Of course one presupposes always strong personality in the teacher, dignity and strength of character, and above all things power to make a deep impress for good, on the plastic minds of those about her. If one has not these attributes naturally, *nor the power to produce them in herself*, then there ought to be other work for her in the world,—child training is beyond her. The first step in any school, city or country, is to make the children happy—they must have a little love for their work, and for their teacher, before one can influence them to any great extent. It is not so difficult a thing to do—to make children happy. They naturally have respect for their teachers, and a little kindly care of them, a little reaching out on the teacher's part, a regard for the little different world of each pupil, for the personality of each one, and almost before she knows it, the teacher has a warm place in the impressionable young hearts of her little subjects. Miss Alcott says: "It takes so little to make a child happy, that it is a pity in a world full of sunshine and pleasant things, that there should be any wistful faces, empty hands, or lonely young hearts." When one is *en rapport* with one's pupils, then is the time for soul training. The thoughtful teacher will call literature to her aid, and by this means will foster a taste for the right kind of reading. It does not take much time, but a few minutes every day given to it would be productive of a great deal of good. A well-known Professor in our State University, in a schedule of books to be read, among other things, recommends for a boy of seven years, "Tanglewood Tales" and "Little Men." So it would not be necessary to have different exercises for different classes in an ungraded school. Better than fairy tales, are the stories of the old Grecian Mythology, and what grand results might follow the reading of "Little Men" to a class of boys!

In the same schedule, the "Lady of the Lake" is recommended for a boy of eight, and the "Courtship of Miles Standish," and "Ivanhoe" for a boy of nine. If one is a good story-teller, what an interesting half-hour there might be—since one has the whole field of fiction to draw from—and what a rest for the children if their teacher would read to them some "poem of her choice," chosen for some lesson it is meant to teach! From the historical readings and stories, patriotism, and love of country may be acquired by the boys, while from the study of poems, there comes an indescribable striving after something higher, a gradual development of the soul. While better than all else are the talks after each exercise, when each little opinion is asked for and given, and each learns to know his neighbor better. No teacher who engages in primary work, either in the school or the country, should fail to make herself fairly proficient in drawing, modeling, or wood carving. One may not have any *talent* for that kind of work, but that is not the question, she can master the rudiments, she can find out and foster the talent which some little pupil has. Let the little ones draw from natural objects, such as leaves and flowers. When did one ever study Nature and fail to be made better? and surely she will aid her dear little ones.

There is a little more trouble about managing clay, still all young children should have the training of the hand and eye which comes from modeling well-known forms. As the plastic clay is being modeled by the little fingers, so their characters are being moulded into shape. What joy in the world is equal to the bliss of having made something for one's self! It gives one a consciousness of power that goes far towards developing self reliance.

There is nothing better than wood carving for the cultivation of taste, and why should not all the time formerly consumed by crazy quilts, and useless crochet work, be devoted to carving from natural objects, to making some piece of work which will be really useful as well as artistic.

It might be the subject of a future paper to show how wood carving might be learned, how it might be introduced into schools, its average cost, etc., as there is no room to discuss it in this article.

Country schools are not generally dismissed until four o'clock, even when there are very few pupils, and the last hour or half hour, instead of dragging along tediously, might be made very interesting as well as profitable.

As for the city schools, time could be taken from useless drills and given to a higher plane of teaching. One could hardly fail in his

work of soul developments if he could constantly keep in mind this motto from Thoreau: "Every man is tasked to make his life, even in its details, worthy of the contemplation of his most elevated and critical hour."

M. E. C.

### OUR SCHOOL HOUSE.

[To the writer of this paper was awarded the prize of Five Dollars according to terms offered in the February JOURNAL.]

The school yard is situated on the corner of Ellsworth and Vine streets, and is a lot 300 by 300 feet. The school is built in the centre of the lot and faces towards Ellsworth street.

The first part, or what is now the room occupied by Miss Galindo, was built in 1868, and only about forty scholars went to school; but in 1882, an overcrowding of scholars forced the trustees to make an addition of two rooms and two teachers.

The addition now forms Mr. Megahan's and Miss McFarland's rooms, and cost \$1,500. In 1887 a shed was built on the premises a few yards back of the school. In 1889 the school was allowed enough money to hire three teachers. The school is a one-story building of three departments and has a tower and a bell. The primary department is in charge of Miss Galindo, who has about sixty scholars. The room is 30x40 and 16 feet high, and there are windows and two in the entry. The desks are painted a bright yellow and the teacher's desk and chair are painted to match. A clock and a stove are also in the room. The walls of this room are papered and pictures adorn the walls. The ceiling is plastered.

The intermediate department is in charge of Miss McFarland, who has about thirty-nine scholars. Her room is the one to the left as you enter the yard. The room is 30x40 and 16 feet high. The room is plastered and has folding doors and four windows, and one in the entry. The desks are painted a bright yellow color and the teacher's desk and chair to match. The doors are painted a dark brown. Her room contains a splendid library and a valuable cabinet. There is also a nice stove in the room.

The grammar department is in charge of Mr. Megahan, who is both principal and teacher, and has about thirty-five scholars. His room is 30x40 and 16 feet high. The windows in this room are adorned with lambrequins. His room is the one to the right as you enter the yard. The school yard is surrounded by a good fence and along the fence are planted various shade trees. From the school

house to the front entrance is a row of pepper trees. Formerly there was a garden at the upper right-hand corner of the lot, but being neglected by the scholars, it is now covered with grass.

ROSIE SUNDERER,

Aged 9 years.

Mission Public School, Low 5th Grade.

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### A TRUE THIRST FOR KNOWLEDGE.

Up in North Georgia, some years ago, says the *Atlanta Constitution*, there was a young farmer who was as poor as Job's turkey. He was very ignorant, and did not even know his letters. One day a tourist paused to rest under a tree where the farmer was eating dinner, and recited a pretty poem. The young man was pleased with it, and the stranger gave him a written copy: But it was useless to a man who could not read, and the traveler had to go over it with his finger, pointing out each word and letter. After his friend left, the countryman went home and took his first writing lesson from the written poem. One letter was missing—the letter z. The next day he walked five miles to see a neighbor who showed him how to make it, and then he was master of the alphabet. He got a spelling-book and a reader, and studied them by a pine-knot fire. Two years later he visited Mercer University at Penfield, during vacation time, and the professors showed him through the building.

"He questioned me for an hour," said the professor of chemistry, "and went away knowing more about the science than some young men who have studied it two terms."

"And I talked with him an hour," said the professor of English literature, "and he extracted from me enough information to fill a volume."

The young fellow had a regular tar baby of a memory. It stuck to everything. He entered the University, and became noted for his strong, clear style and his varied attainments. A countryman generally gets there when he makes a start.

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WASHINGTON received the degree of LL.D. from Harvard in 1776, from Yale in 1781, from the University of Pennsylvania and from Brown in 1791. A greater scholastic distinction still was bestowed upon him in 1788, when, by a unanimous vote, he was designated the Chancellor of the College of William and Mary, an office which he bore with pride until the day of his death.

## GEOGRAPHY TALK.

The following paper was read at the late meeting of the El Dorado County Teachers' Institute :

In order to obtain profitable results in our geography classes, we must, as in all other matters of education, pay strict attention to the processes by which the mind gains knowledge. Hewitt says: "No other study, except reading, can be made more interesting to the child, or can be made to lead out the thoughts in all directions, more successfully than geography."

"To lead out the thoughts in all directions," means more getting ready work by primaries, more thinking by the real geography classes, and consequently not nearly so much cramming by two-thirds of the school of those non-essentials Swett labels, "Things Worth Forgetting."

## THE GETTING READY WORK.

We are directed by popular educators to teach, as elementary preparation, absolute direction, absolute distance and absolute size, as well as lessons on form and surface; our object being to lead the child to gain knowledge needed in scientific geography, and to train him to observe, to think and to express himself well. I found walking a help in teaching direction. After my pupils had observed at noon their shadows and those of posts, trees, fences and houses, and were able to point to the north end of the school-house, to tell in what direction Minnie lived from Grace and Grace from Harry, we made excursions to a number of points in each of the four principal directions. As some interesting bit of scenery, or some particular leaf, fern, wood, rock or flower was a second object of the walk, they enjoyed it very much. The spoils we brought back were used for object lessons. In school we made a schoolroom out of thin boards, found and marked north, east, south and west on the tiny floor, and then, after taking the room apart, we hung the floor on first one and then another of the school-room walls. They found correctly directions on the maps when they came to study them.

## IN REGARD TO ABSOLUTE DISTANCE.

Pupils soon learn a foot in their drawing exercises. Here they place dots a foot apart and then compare the distance between the dots with their twelve-inch rulers. Very soon they draw freehanded standing up, falling down and lying down, lines each a foot in length, with

which they make figures. We may give special lessons for accuracy in measurement. My little ones were delighted to cut off sticks of wood, and to buy and sell a foot of colored cord, of colored thread a yard of paper and cloth prepared in strips. They also had special lessons for learning a yard, and, as an incentive to correct measurement they were allowed to use toy money. They become very eager to pay just as much as they paid for. How pleased they were too, to measure desks, benches, walls, floor, doors and windows "really in school." A rod was somewhat difficult for them, but a mile was soon learned. Conversational lessons about the farm two miles away, the river four miles away and the town eight miles off, developed, two, three, four miles, etc. We must not mistake the object of this work. After they have learned their distances, we must teach them to use an inch or half an inch for a foot, yard, rod and mile, thus preparing them for the measuring scales.

#### ABSOLUTE SIZE.

This is entirely an out-of-door exercise. An acre, a half acre, and a square mile can be mastered. In the country greater acres are readily learned.

All form lessons are attractive. Balls, yeast powder cans, any object of conical shape, cubes and leaves, out of which grow circles, ellipses, triangles and squares, can be made living pictures of the child's mind. From these are developed curved and plane surfaces and straight and curved lines. Beside the object lessons in school there are nature's object lessons outside, where observation is especially trained. When my little ones climbed a hill with me, we talked about Johnny and Johnny's father, both of whose pictures we had with us. They compared the two as to height, and told me when Johnny grew up he would be a man. "I said, 'Then Johnny's father is a grown up boy. Now that we have climbed this hill, who can find some grown up hills?' They knew the word mountain, and told me that the mountains are taller and larger than the hills. After leading them to tell me that the hills and mountains are standing up, some one found some lazy land lying down between the hills which we named a valley. In school they drew pictures of hills, mountains and valleys with colored chalk and learned to spell and write the name of each. We can usually follow a stream draining a valley. To show that some valleys are more elevated than others, use a picture, a mold, or a drawing. When it is impossible to illustrate with natural objects, use pictures.

#### THE SIMPLEST ILLUSTRATIONS

most attractive and significant to us, so they are to our pupils. When mine were ready for it, I showed them a picture of some elevated

and which was flat like the table, so we named it table-land. Out of it I formed a volcano, placed fire in it, and they saw at least smoke proceeding from the crater.

In preparation for the shape of the earth let them form spheres of different sizes. The larger the sphere, the less curved the lines. The maps or pictures they draw of the school-house and of the school-ground and hill are smooth; so also is the globe which is the picture of the earth. In order to lead the children from the curved maps on the globe to the flat maps on the walls, we may outline North America on an orange and cut the map out. The map is curved when removed from the orange but is flat when stretched out on the wall. By placing it by the side of a large map of North America, pupils see that the maps are made flat for convenience.

Pupils should get their ideas of the size of countries from the globe, because there the maps are arranged according to their relative sizes. From the globe, too, they should study the form and position of continents and oceans.

#### ZONES.

Many pupils have an idea that the farther south we go the warmer it grows. I tried to dispel this illusion one very cold day by placing pupils in a line on either side of the stove. From there they went to the north end of the room, and found it colder and colder. From the same place they walked to the south end of the room and experienced a like change. Then we traveled from the equator to the south pole, and they better understood what the sun does for us. Of course it may happen that your stoves are sometimes arranged inconveniently.

We may get ready for the animals of other zones by having language lessons about the important home animals. When a child begins to think and to express himself about the things he knows, he will be more apt to be interested in the things he does not know. We can help the child to proceed from the known to the unknown. The pupil who has been led to converse about a horse or a cow will speak more thoughtfully about an elephant or a reindeer. In the new second reader there is a lesson on the elephant which introduces cocoanuts and palm-leaf fans. We can all find a picture of an elephant, buy a cocoanut and a palm-leaf fan, and may be able to find pictures of people of the warmer climates. Then there is

#### THAT OSTRICH LESSON,

about which pupils will be enthusiastic if they can see a herd of ostriches and the herders and their costumes. The very large hats and

want to know of the berries speak in the climate: the complexions and faces of the men tell about the race. Those monkey lessons are a key-note to mines.

In presenting the frigid zones if possible have pupils look through a stereoscope at pictures of ice regions. Compare the reindeer, Arctic dog, with our beasts of burden and our dogs. As Greenland is the largest island in the frigid zone pupils will be interested to know that there potatoes grow no larger than marbles, that carrots grow very well, that peas produce tiny seeds, that flowers grow very seldom, and that with the bright sunshine comes swarms of mosquitoes. Why we are so interested in Alaska gives us a lesson on seals: perhaps some one has a sealskin cap that we may use. The "Land of the Midnight Sun" gives us very interesting pictures and stories of Esquimaux, his habits, home and work. Now let us think of a few essential facts to be learned about any country. There are: 1, position; 2, size; 3, waters; 4, contour, or surface; 5, climate; 6, inhabitants; 7, industries.

#### AS TO OUR OWN STATE,

I think they should learn its form by first drawing it and then cut out the drawing: learn to bound it, and study its width and length, finding how long it would take to walk across the widest part, how long it would take to walk from north to south, walking so many miles a day. Its area may be given afterwards. Then they may draw in the Sierra and Coast ranges, mark Mt. Shasta and Mt. Whitney, draw the Sacramento and San Joaquin rivers, be able to tell in what directions they flow and then locate the largest cities. We may show pictures of the large buildings and parks of San Francisco, tell them about our Palace Hotel, the State capitol, the "big trees," and Yosemite, using constantly all the pictures procurable. They should also learn about the climate, people and industries.

These thoughts in geography have helped me. Perhaps they may be suggestive to other teachers.

MARY E. PLUMMER.

BLOOD ORANGES, for which a big demand has already sprung up in New York, probably because there is a big supply, have long been popular in Paris, so popular that suspicion was cast on their genuineness. The supply of blood oranges in Paris a year ago seemed to be enormous, and the question arose whether common plain oranges were not colored by artificial means. On substituting a "blood" orange to an analytical chemist, it was discovered that fuchsine, a red, harmless coloring matter, had been injected with a small syringe.—*Chicago Tribune*.

## Institute Department.

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### MENDOCINO COUNTY INSTITUTE.

The Mendocino County Institute was opened at Mendocino City on June 4th, with the attendance of seventy teachers. The teachers here are behind none in their enthusiasm, earnestness and determination to keep up with the times. The discussions were spirited, intelligent and useful. Supt. Dillingham showed his ability at all points, in the conduct of the Institute and seemed to be fully appreciated by the teachers and the people of the county. The people of Mendocino City opened their houses to entertain the teachers, and nowhere has there been more public interest manifested in the proceedings of an Institute than there.

Prof. C. H. McGrew was instructor and State Supt. Hoitt was in attendance and delivered one evening lecture at which the church was crowded and standing room at a premium.

They have an excellent schoolhouse at Mendocino, and are about to build a \$10,000 one at Fort Bragg.

One teacher came 120 miles in his buggy, and others from fifty to ninety miles, and all felt well rewarded for their efforts.

### SISKIYOU COUNTY INSTITUTE.

The Siskiyou County Institute convened at Yreka, on June 11th, with nearly eighty teachers in attendance. Some of the county schools had already closed. Mr. W. W. Anderson, formerly of the Sacramento High School, was instructor. Many teachers took part in an enthusiastic spirit and the work of the Institute was gratifying and profitable. Great good feeling existed between Supt. Sharpe and his teachers, and it was evident that good work was being done in the county by both teachers and Superintendent. Supt. Hoitt's visit was much appreciated, he being only the third State Superintendent that has visited them during the past *twenty-five* years.

The Institute was held a little later than usual this year owing to the fact that the schools have been kept open longer than usual. Though several schools had closed, there was a good attendance of teachers. The county is very large and many of the districts are difficult of access on account of the rugged mountains that are in the

county. Some teachers are therefore put to great inconvenience attending the Institute. Notwithstanding they cheerfully respond to the call of their excellent Superintendent. Perhaps because of the difficulties they undergo to get to the Institute, they are faithful in attendance during the session, at least very few this year answered roll and then became suddenly invisible.

Superintendent Hoitt took an active part during the business of the first day, giving a lecture in the evening on "What to do and to do it."

At the second day's session the conductor was introduced to the Institute. The programme as arranged, was a very practical one and was very satisfactorily carried out. The teachers were called upon by the County Superintendent to give their views and methods, and there was no lack of volunteers in addition to those called up by name. Anderson ended the discussions giving, tersely and forcibly, suggestions which the members considered very valuable. In the discussion which grew out of the question as to how far the State text book should be supplemented, the teachers showed that they are really awake and in accord with advanced ideas in educational matters. Sessions were held on Tuesday, Wednesday, Thursday and also on Friday morning.

#### 1 MONKEY'S AVERSION TO CRUELTY.

In Hindoostan, where three varieties of sacred monkeys enjoy freedom of every town, these four-handed pensioners often assist the police in enforcing the riot laws by charging en masse for the scene of every dog fight or school-boy scuffle. They will rescue worried cows and, for greater security, deposit them on the next roof, or suppress rowdyism in general. The stout Phesus baboon, for instance, being physically as well as morally qualified to quell the aggressive disposition of the fiercest cur.

On the platform of a public warehouse the British residents of Agra, a few years ago, witnessed a scene which put that characteristic in a very strong light. A little street Arab had spread his palmetto in the shade of a stack of country produce, and just dropped asleep when the proprietor of the Planters' Hotel strolled up with a leopard that had learned to accompany him in all of his rambles. A troop of tramp monkeys had taken post on the opposite end of the shed, and, like the beggar boy, seemed to enjoy a comfortable siesta, but at the sight of the speckled introder the whole gang charged like a squadron of spahis, and, instantly forming a semi-circle about the little sleeper, faced the leopard with bristling manes, evidently resolved to defeat the suspected purpose of his visit.—*Our Dumb Animals.*

## TEACHERS' READING.

I asked one of the best, most wide-awake teachers I know what books she had read in the past six months. She made me out a list of them. They are:

"Homo Sum," George Ebers; "Daniel Deronda," George Eliot; "Les Misérables," Victor Hugo; Amelie Rives's Stories; "Saint Michael," Werner; all the leading magazines; two journals of education; "Lucile," Meredith; "The French Revolution;" "Alton Locke," Kingsley; "What's Mine's Mine," McDonald; Delsarte's System of Elocution.

"But, my dear," said I, "these are, with but few exceptions, simply *text-books*! None of the life-giving educational books are here." She looked at me in surprise. "Surely 'Homo Sum,' 'Daniel Deronda,' 'Alton Locke,' 'What's Mine's Mine' and 'Saint Michael' are educational works, by people capable of portraying education in body and soul. I read 'Lucile' for pleasure. There are too few such pleasures, so; 'The French Revolution' for information; 'Les Misérables' for the purpose of brushing up my French and for the sake of mental discipline; Delsarte's 'S. of E.' for use in my school room; Amelie Rives's stories because she is young, talented and a woman whom I want to watch; and the magazines and journals in order to 'keep up with the times.' "

"Hold!" said I, "your pardon."

LUCY AGNES HAYES.

ONE head of a public school said he could always tell when a boy commenced to use tobacco by the record of his recitations. Professor Oliver of the Annapolis Academy said he could indicate the boy who used tobacco by his absolute inability to draw a clean, straight line.

THE remarkable statement is made by Herr Otto F. Ehlers that in his ascent of Mount Kilimanjaro last summer, he met with traces of elephants, buffaloes and antelopes at a height of about 16,000 feet, where also he found the last traces of vegetation.

It's O my heart, my heart,  
To be out in the sun and sing!  
To sing and shout in the fields about,  
In the balm and blossomsing.

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*THE PACIFIC EDUCATIONAL JOURNAL.*

*WHAT THEY SAY.*

G. H. G. McGrew, Wareham, Mass.:—An active and intelligent teacher is needed to supplement any text book.

J. N. Ham, Lexington, Mass.:—In the study of civics a method which will create thorough and loving interest in the subject is the key to success.

S. L. Brown, Wellesley, Mass.:—The teacher should have a deep intelligent interest in the national life of our country, past and present.

Christian Leader, Boston:—Boys require a measure of the influence which women do not exert over them, and even girls are the exception to the presence in their school life of the masculine element.

E. C. Gardner, Schoolhouse Architect, New York City :—Schoolhouses should stand at a respectable distance from the schoolhouses and be twice their own height when fully grown.

Fidella Jewett, San Francisco :—Lady teachers can brighten their lives for a whole day by a fresh ribbon or change of dress, and should consider it quite as much their duty to be dressed in the good taste of the lady as to be well prepared for the work of the day.

F. A. Hill, Cambridge :—It is hard to kindle genuine interest in civics; it takes time; the fire is supported from the inside; there is long pondering on the subject; it must be turned over, and pupils must do the turning. Yet I think this kindling is worth the effort, at every sacrifice. In view of the abominable ideas of citizenship that throngs of defiant, cursing, and stone-throwing boys so often express in times of difference and earnestness, to think of that ominous laxity about political duties in other respects less outwardly demonstrative, I feel keenly the need of that instruction that will reach the springs of action and make men, if possible.

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"Rest is not quitting,  
Rest is the fitting  
One's self for one's sphere."

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Of all the schoolrooms in east or west,  
The school of nature I love the best.

"STUDY THE TREES."

"What are the marks by which children can distinguish our common trees?" is the suggestive question of the reader of the *School Journal*, who wants to lead her scholars to study trees. Surely our grand trees are worthy of careful observation. One is often surprised at the ignorance of both teachers and scholars, especially in cities, in regard to the trees which are growing all around them. Says a school official in one of our large cities—an expert in examining teachers: "I am confident that the majority of our female teachers cannot distinguish and name half a dozen of our common shade trees. A prominent professor in Yale University says: "I have lately talked with college students who could not give the names of more than three kinds of trees in New Haven." Many study books more than things, and greatly need a bit of nature's teaching. For nature is the great educator. "Books are the art of man. Nature is the art of God." Books serve us best used as helps in studying nature. Observation precedes reflection and furnishes the material for reflection. A couplet of Milton well sets forth the need of early habits of observation of all common objects:

"To know those things which about us lie  
In daily life, is the prime wisdom.

Trees form fit subjects for such object lessons as will lead children in their walks by the road-side, in the park, or the woods, when at work or play, to observe and discriminate them and thus appreciate their beauty and value. Years before they can study botany, they can be led to distinguish each by such common marks as the *leaf, flower, fruit, form, bark, or grain of the wood*. I have often found teachers and scholars unable to tell the kind of wood used in the floors, doors, wainscoting, window-frames, blinds, or sashes of their schoolrooms, simply because their attention had never been called to such common things. In a lesson on form, for example, the teacher may say, "On what kind of trees are the limbs horizontal, or at right angles to the trunk? None of you can answer? Then I shall not tell you. Each of you should look carefully at the trees on your way home to-night and be able to tell me to-morrow." How interesting that morrow's lesson when so many with the air and interest of explorer's report what they found in the school yard, door-yard, cemetery, road-side or nearest woods. One such fact or truth, which a child discovers for himself

is worth a thousand told him by the teacher, for every discovery thus made, invites and facilitates future acquisitions and fosters that habit of observation which, when early formed, is of priceless value.

Similar lessons on the leaf, flowers, fruit and even the grain of the wood, with specimens in hand, favor clear perception and accurate discrimination. Of these six marks, the bark seems at first least distinctive, though to the careful observer each kind shows a distinct individualism in color, form, and in the lines, seams or sutures. Children can easily see whether it is smooth or rough, notched or shaggy, hard or soft, thick or thin, tough or brittle. These studies will awaken love of trees, and make youths practical arborists, so that they will want to plant and protect trees. Then they will find that there is a peculiar pleasure in the parentage of trees, whether forest, fruit or ornamental. —*Hon. B. G. Northrop, LL. D., of Clinton, Conn., in School Journal.*

#### INGERSOLL ON NAPOLEON.

A little while ago I stood by the grave of the old Napoleon—a magnificent tomb of gilt and gold, fit almost for a deity dead—and gazed upon the sarcophagus of rare and nameless marble, where rests at last the ashes of that restless man. I leaned over the balustrade and thought about the career of the greatest soldier of the modern world. I saw him walking upon the banks of the Seine contemplating suicide. I saw him at Toulon. I saw him putting down the mob in the streets of Paris. I saw him at the head of the army in Italy. I saw him crossing the bridge at Lodi with the tri-color in his hand. I saw him in Egypt, in the shadows of the pyramids. I saw him conquer the Alps and mingle the eagles of France with the eagles of the crags. I saw him at Marengo, at Ulm and at Austerlitz. I saw him in Russia, when the infantry of the snow and the cavalry of the wild blast scattered his legions like winter's withered leaves. I saw him at Leipsic in defeat and disaster—driven by a million bayonets back upon Paris—clutched like a wild beast—banished to Elba. I saw him escape and retake an empire by the force of his genius. I saw him upon the frightful field of Waterloo, where Chance and Fate combined to wreck the fortunes of their former king. And I saw him at St. Helena, with his hands crossed behind him, gazing out upon the sad and solemn sea.

I thought of the widows and orphans he had made—of the tears that had been shed for his glory, and of the only woman who ever loved him, pushed from his heart by the cold hand of ambition. And I said I would rather have been a French peasant and worn wooden shoes. I would rather have lived in a hut with a vine growing over

the door, and the grapes growing purple in the amorous kisses of the autumn sun. I would rather have been that poor peasant, with my wife by my side knitting as the day died out of the sky—with my children upon my knees and their arms about me—I would rather have been that man and gone down to the tongueless silence of the dreamless dust, than to have been that imperial personation of force and murder, known as Napoleon the Great.—*From a recent speech.*

## ALCOHOL AND DISEASE.

Many persons think of the effects of alcoholic indulgence as temporary, as if the man were all right again as soon as he had slept off his intoxication. This is partly true, for in this, as in other cases, nature at once begins the work of eliminating the poison from the system; but certain disastrous effects are left behind.

Moreover, the recuperate force grows weaker and weaker under repeated potations, till at last it is lost altogether. There is not only a tendency to numerous diseases which are directly caused by the alcoholic poison, but at the same time the system is rendered susceptible to diseases of other sorts. In fact, the condition is one of physical deterioration.

What is worse, this deterioration tends to perpetuate itself in the man's posterity. Says Dr. Richardson of London: "Not one of the transmitted wrongs, physical or mental, is more certainly passed on to those yet unborn, than are those wrongs inflicted by alcohol."

Says Dr. Forbes Winslow of London: "The human race is morally, mentally and socially deteriorated by that poison," and the celebrated Dr. Anstie of England writes: "When drinking has been strong in both parents, it is a physical certainty that it will be traced in the children."

Among the inherited tendencies is that strong paroxysmal and irresistible craving for liquor which comes on at intervals, it may be of months, though meantime the man is absolutely free from it.

Dr. Huss of Sweden says that half his nation are annually consuming an average of forty gallons of liquor each; that new diseases have appeared and old ones have increased fearfully in prevalence and intensity, and that in consequence the Swedes have deteriorated in stature and physical strength. The testimony from France and other nations of Europe is similar.

Nor are these effects confined to inebriates and in those who indulge in the more fiery liquors. Sir Henry Thompson, after over twenty years devoted to hospital practice as well as to private practice in every rank, testifies as follows:

"I have no hesitation in attributing a very large proportion of some of the most painful and dangerous maladies that come under my notice to the ordinary use of fermented drink in quantities conventionally deemed moderate. There is no habit in this country which so much tends to deteriorate the quality of the race."—*Youth's Companion.*

## State Official Department.

JULY, 1889.

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IRA G. HORTT, State Superintendent Public Instruction, : : : EDITOR.

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### SHORTENING THE TERM.

*Q.*—Can two Trustees close the school when there is over \$500 to the credit of the district?

*A.*—The majority of the Trustees have control; but if an eight months' school is not maintained, the balance of money on hand at the end of the year must be re-apportioned by the County Superintendent.

### ATTENDANCE AT INSTITUTE.

*Q.*—Would duties as delegate to a religious convention be sufficient excuse for absence from Institute?

*A.*—I think not. Sickness, fire and flood are the only valid excuses for non-attendance at Institute. The county pays you for your attendance there and your school should have the benefit of it.

### BUYING FURNITURE, ETC.

*Q.*—After only a six months' school has been maintained, can furniture and insurance be paid for out of the funds remaining?

*A.*—In my opinion yearly insurance should be maintained, but furniture being a permanent improvement, should be paid for, either by a special tax or from the unexpended balance *after an eight months' school* has been maintained.

### TRUSTEE AS AGENT.

*Q.*—May a Trustee properly act as insurance agent and solicit insurance on the various school houses of the county in which he resides?

*A.*—He may solicit insurance upon any property except that which is under the control of the Board, of which he is a member.

### EXPERIENCED TEACHERS IN PRIMARY CLASSES.

*Q.*—In a town where two teachers are employed, must the Trustees engage a teacher of two years' experience for the primary department?

A.—No. That must be done according to the law, where *more* than two teachers are employed.

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TIE VOTE.

Q.—In the case of a tie vote on the question of raising a tax for improvements, is the tax defeated?

A.—Yes; and the Trustees may call another election.

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CONTRACTS BEYOND JUNE 30TH.

A.—Does the law forbid present Boards of Trustees making contracts with teachers for the coming year?

A.—The law specifically and totally forbids such action. According to the amended law, teachers must be elected at a regular meeting of the Board, notice of which must be sent to EACH member.

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INCORPORATED TOWN AND SCHOOL DISTRICT.

Q.—Does incorporating a town separate it from the rest of the school district?

A.—When incorporated, the town becomes a separate school district. Such of the Trustees of the old district as reside in the new, are Trustees of the latter, and vacancies are to be filled by appointment made by the County Superintendent.

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PAYING BALANCE ON A TRUSTEE'S ORDER.

Q.—Is a balance on a trustee's order for teaching, payable after the close of the school year in which it was drawn?

A.—Any balance on a Trustee's order for teaching is payable at any time after the order is drawn, whether it be after the close of the school year or not, provided there is money in the Treasury to the credit of the district for the year in which the service was rendered.

Will all County Superintendents send to this office, as soon as the new Boards of Trustees are organized in July, a revised list of district clerks for the coming year.

IRA G. HOITT,

Supt. Pub. Ins.

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The new school laws will be sent to each County Superintendent as soon as they are received from the State Printer.

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MEETING OF STATE BOARD.

The State Board of Education met at the office of State Superintendent Hoitt on Friday, June 14th. There were present, Professors Allen, Moore, Pierce and Superintendent Hoitt. Governor Waterman

was the only member absent from the meeting. The Board gave audience to C. T. Hopkins of Oakland, and Mr. Vassault of San Francisco, to listen to their propositions with regard to a book on Civil Government. The last legislature passed a bill providing for the publication of such a book for use in the public schools. No definite action was taken in the matter.

Life diplomas were granted to the following persons: Cora N. Bailey, Elizabeth E. Brock, Dolly W. Berger, Hettie A. Dunn, Margaret Gaddis, Addie J. Gracier, Ellen Gibbs, Jeannie W. Govan, William Henry Galbraith, Julia Hochheimer, Frank H. Hyatt, Tillie C. Sisson, Julia Lewis, Mary E. Morris, Cannie Mason, Clarissa L. Merriam, Frank T. Murnan, Edith McLeod, John S. Osborne, Alice Perkins, Thomas A. Parkinson, Alma Patterson, F. Willard Ritter, Augusta Stern, Annie Stanfield, William B. Turner, Dummer J. Trask, Carrie A. Vincent, Eugene Selling, Florence Ward, Sarah Whitehurst, Holton Webb, Esther B. Webb. In the matter of the application of John H. P. Williams, action was postponed until the recommending board could be communicated with.

The following were granted educational diplomas: Mary E. Barry, William R. Ribby, Rose V. Barton, Arthur E. Baugh, Kate Brown, Mary E. Benn, H. Meade Bland, Lulu R. Cullen, Mary E. Carpenter, Jennie M. Carpenter, Alice L. Derrick, Amanda Eckhart, Alice L. Ede, Mary S. Fitzsimmons, Julia F. Fay, Ella J. Forward, Sarah W. Fleming, John Garner, Agnes Harrington, Mary W. Hanscom, Charles E. Irons, Sophie Kobicke, Honnie H. Kelly, Mattie Lee, James Lahiff, Kate Leiginger, Nelly Merry, Ellen F. Merriam, Mattie A. Moore, Emma B. MacLeod, Helen McKenzie, Ida M. Moore, Kate Meamber, Lizzie G. O'Brien, Mollie Owens, Annie S. Porter, Mary Purcell, Carrie Poage, Myrtle M. Riddle, Minnie Robertson, Hattie Scheirer, Lena Schilling, Mary B. Starbird, Virginia Stewart, Lizzie H. Stokes, Martha M. Turner, Alice Worthing, Sarah Wayland. The application of Lottie J. Johnson for a diploma was denied, she not having filed a county certificate as required.

The Board adopted for use in the public schools the "Lessons in Language" as one of the state series, and fixed 25 cents as the cost price at Sacramento, and 30 cents the cost by mail and from dealers. These books will be ready for distribution after July 1st, and must go into use in the public schools of the state according to Section 54 Chapter VIII, of the California Statutes, approved February 26, 1885.

Progress was reported on the state physiology and the primary geography.

The life diplomas of H. H. Bragdon and M. F. Cowan were revoked for unprofessional conduct, their county certificates having been revoked by the Board of Education of Siskiyou county, for not attending the Teachers' Institute one year ago, in accordance with the requirements of the law, and they having refused to give to the County Board any excuse for non-attendance.

The Board also reconsidered the resolution adopted at its last meeting, to grant a life diploma to P. D. Smith, recommended by the Amador County Board, but now of El Dorado county, evidence having been furnished to the Board that said Smith is a man of intemperate habits.

The report from the Superintendent of State Printing, with regard to the cost of manufacture of text books, was received and the prices for the coming year were fixed accordingly, at last year's figures, viz:

Name of Book.	Cost Price at Sacramento.	By Mail.	Price to the Pupils for Retail Dealers.
First Reader.....	15 cents.	20 cents	20 cents.
Second Reader.....	33 "	41 "	40 "
Third Reader.....	54 "	66 "	65 "
Speller.....	25 "	31 "	30 "
Primary Number Lessons	20 "	25 "	25 "
Advanced Arithmetic.....	42 "	50 "	50 "
English Grammar.....	42 "	50 "	50 "
U. S. History.....	70 "	82 "	80 "
Lessons in Language.....	25 "	30 "	30 "

After some further consideration of text book matters, the Board adjourned at the call of the Secretary.

W. O. Atwater, in charge of the work at the experimental station established by the Agricultural Department, is preparing a bulletin which will be published this year giving a sketch of the progress of education in the agricultural colleges and schools. It is an undertaking the purpose for which the Agricultural Department has been established in several States, and to which the Government contributes large amounts of land and money. The station is now in the hands of the State, and the purpose of the station is to give practical instruction to the students in the various branches of agriculture, and to give them the opportunity to work upon the land.

Graduates of the station are given the opportunity to enter the service of the Government, or to enter the service of the State, or to enter the service of the private enterprise. The station is now in the hands of the State, and the purpose of the station is to give practical instruction to the students in the various branches of agriculture, and to give them the opportunity to work upon the land.

## Editorial Department.

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### NOTES.

Once again has the truth of the saying, "A prophet hath no honor in his country," come home to us. A paragraph appeared in one of the papers not long ago, stating that the Board of Education of San Francisco had asked for the resignation of John Swett, Principal of the Girl's High School. The rumor was received with incredulity, but a closer investigation revealed the fact that there was truth in its foundation. All educators in the State will deeply regret the humiliation that has been put upon one of the most distinguished of their number. Surely there is a mistake somewhere, and one which ought to be immediately rectified when a man who has spent 36 years of his life in guiding the footsteps of the rising generation, should be asked to lay aside his life work and step down and out. In many ways John Swett has left the impression of his character for good. Class after class of young ladies have graduated from his school, fitted under his careful guidance for their work. Many hundreds of his former pupils in San Francisco, and scattered through the State, are giving out to others that which they received from him. By the thorough training of the pupils of his Normal class, he has sent out teachers each year who were well fitted in their turn, to train the minds of the young. By his books on educational subjects, he has given mind training to hundreds of teachers which they could have obtained in no other way. As a man, as a teacher and as an author, John Swett has left an impression for good in the age in which he lives, and his many warm personal friends, as well as those who know him only through his good works, hope that the Board will think long and deeply before they offer any insult to one who so little deserves it.

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One hears it asserted very often that the students of the present day have far too much done for them; that pleasant school houses, comfortable desks, and constant surveillance are necessary to the proper mental development of the children of the present day. Comparison has frequently been drawn between the log cabin school house with its rough desks, and the well-lighted, comfortable school house of modern times.

times. The destruction of the Oakland High School building has been of service in one respect at least,—it has shown that something of the Spartan spirit of old has come down to our own times. The school building with its comfortable modern appliances is only an aid to the attainment of knowledge, it is not a necessity. In two days after the burning of the building the pupils were at their work, seated in a hall, or scattered through the neighboring churches. Pine boards served for desks, and the pupils studied where they could, as it was impossible to give them the ordinary supervision. Instead of the school going to pieces there seemed to spring up a stronger and closer feeling of union. The examinations were made a little more searching than usual at the end of the term, and the majority of the pupils made a very creditable record. Sixty-two pupils received diplomas, the largest class ever graduated from the High School, and the exercises were voted on all sides to be among the best ever given in the school. Two propositions have been clearly proven in Oakland—the first, that the people believing in higher education, stand firmly by their High School, and the second, that California children allow no obstacles to stand in the way of their pursuit of knowledge.

Some time ago, the *Examiner* offered to send to the Paris Exposition one bright pupil chosen from the schools of San Francisco. A competitive examination, an exacting test, was arranged, and the brightest pupils of all the Grammar Schools were selected to compete for the prize. The work of each child was watched very carefully by the different principals, teachers and parents. Last month Miss May Ayers, of the Hamilton Grammar School, received the highest standing in the examination, and so won the prize. Accompanied by her mother, she left for Europe a week later. The *Examiner* has made arrangements to present each of the other pupils who tried the examination, with an appropriate medal, suitably inscribed. The *Examiner* is much to be commended for its kindly offer to the little ones, and for the encouragement it has tried to give to conscientious pupils. It has set an example which might well be followed by some of our wealthiest citizens. It is a good sign, when one of the leading papers of a large city gives its best efforts to the educational advancement of the rising generation.

#### MANUAL TRAINING.

The leading problem of the N. E. A., this year, at Nashville, is "Manual Training;" shall we have any of it, or how much of it, to

our schools? And, it is on account of the importance of this question, that this subject has been given a leading place on the program.

The educational world is not at all agreed as to value of Manual Training in a public school system. The arguments for its favor, in the coming discussion, cannot fail to be good, as they are intrusted to well known educators, who have devoted time and thought to the subject.

The leaders who are opposed to the introduction of Manual Training and they are not few, will be given an opportunity to be thoroughly heard. All are agreed on the value of Industrial Drawing, and perhaps on the Manual Training question as in other things, the middle ground is to be preferred.

The coming discussion will be awaited with interest by those who have given much thought to the subject.

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It is said that Mr. Howells, the accomplished literary scholar and novelist, is of the opinion that the novels of Sir Walter Scott have been outgrown by the age. It is added that he should sit down and read "The Heart of Midlothian." It is certain that Howells is more familiar with that master work, than the man who makes the suggestion to him; and it is probable that Howells has never, much less said, what the item attributes to him. He is too fine a literary scholar not to know that Scott's place in literature has been won by the test of time and the world's judgment.

Superintendent Seaver of Boston, in his annual report to the School Committee, again recommends the addition of a thoroughly-equipped training school to our common school system, and suggests as a proper name that it might well be called "The Mechanic Arts High School." He claims that it would prepare its pupils for active life or for entrance into the higher schools of science or technology.

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This work, which has been previously announced as Wentworth & McLellan's University Algebra, is intended to supply students of mathematics with a well-filled store-house of solved examples and unsolved exercises in the application of the fundamental theorems and processes of pure Algebra, and to exhibit to them the highest and most important results of modern algebraic analysis. The work will be issued in two volumes, the first of which closes with an extensive collection of exercises in determinants.

**NUMBERS SYMBOLIZED ON ELEMENTARY ALGEBRA.** By David M. Sensen, M. S., Professor of Mathematics, State Normal School, West Chester, Pa. Published by D. Appleton, New York.

The aim of this book is to lay a foundation for a more extensive treatise. It is particularly designed for High Schools, academies, and Normal Schools, where the time which can be given to this study is necessarily limited. Principles are deduced from characteristic examples and the pupil is led by easy transitions from elementary forms of reasoning to the more complicated mathematical demonstrations. The book abounds in illustrative, well graded examples, arranged for two readings, the more difficult ones being intended for review. An examination of the treatise shows that it was prepared by a teacher who understands the subject and how it can best be developed.

**A MANUAL OF RHYMES, SELECTIONS, AND PHRASES.** By Oscar Fay Adams, Boston. New England Publishing Co. 118 pp., 9x6. Price, 25 cents.

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#### MAGAZINES.

THE AMERICAN MAGAZINE OF HISTORY. The May number of this valuable monthly could be most aptly called a Centennial number, since its contents are mostly relating to Washington and his family. His "Historic luncheon in Elizabeth" is graphically described, and embellished with exquisite portraits of those who took part on the occasion, as well as reproductions of the elegant silverware used. "Reminiscences of President and Martha Washington" is very interesting, also a "Tribute to Washington," by the poet Shelley. "The Historic Quadrille" has much interest, since it was recently re-produced in New York, and the sparkling "Reminiscences of Mrs. Bradford, the last of the Washington Circle," carry us back to those historic days. Quite as interesting too, is the article, by Mrs. Ella B. Washington, on "The Harrisons in History," which opens with these noble sentiments: "There is a subtle sentiment in old songs, a perfume in some simple flowers which no creation of the scientific gardener can excel; there is a rich flavor in old wines that time only can impart, and an interest in old letters which strongly thrills the hand turning their pages, as if invisible fingers of the dead writers touched it; and there is a strength in old blood and noble lineage which the most determined demo-

crat, the most most profane iconoclast, cannot ignore." The Magazine of American History, 743 Broadway, New York. Fifty cents a number.

THE POPULAR SCIENCE MONTHLY for June contains, among other interesting articles, "Agnosticism; a Rejoinder," by Prof. Huxley. Professor G. F. Wright discusses "Glaciers on the Pacific Coast" at length, the illustrations being particularly good. The contest of religion and agnosticism is discussed by W. H. Mallock, in an article entitled "Cowardly Agnosticism," in which he maintains that agnosticism is practically atheism, and that it furnishes no sufficient ground for morality. "The Production of Beet Sugar" should be read with interest by Californians, since factories for the extraction of the sugar are contemplated by Claus Spreckels. The "Claims of Christian Science"—Dr. Abbott's defense of the Devil theory—make the Editor's Table specially interesting.

HARPER'S MAGAZINE for June proves to be an unusually interesting number. Perhaps the most thoughtful paper is entitled "Psychic Research." "Montreal," and "Social Life in Russia," are pleasing descriptions of other countries. Another installment is given of the serial "Jupiter Lights." One cannot fail to be surprised at the steady improvement in Miss Woolson's style. "Anne" commanded attention from its strength, "East Angels" was a distinct improvement—there was still the same element of strength, but the story was much more artistically told. In the present story, "Jupiter Lights," there is less striving for effect but there is a delicacy of touch not noticeable in the other stories. All the situations are strong, whether the scene is laid in the South, whose picturesque scenes she describes so well, or among the more striking Canadian woods. Chas. Dudley Warner sends some readable chapters of his serial story, "A Little Journey in the World," and one follows with a fair degree of interest the fortunes of an English lord as he arrives

thoroughly understand "America as She is" by Spinello Aretino. The "Relation of the United States and Canada," is the subject of a paper by Chas. H. Lengrin. Mrs. Margaret J. Preston, the poet, describes "General Lee in his home after the war. In the June number of the Century Co., 33 East 17th Street (Union Square), New York: 35 cts.

THE CENTURY FOR JUNE. This number is rich in articles that instruct, amuse, invite thought. More than half of the tales are illustrated, and in the best manner.

The frontispiece is a portrait of Corot, famous French artist, and several reproductions are given of his "painted poetry."

It begins in this number his account of the "Exile System in Russia," with two striking pictures of "Convicts at Work,"

"Returning at Night from the Mines." Kay has a paper on "Early Heroes of our land," which is curiously illustrated.

Ms. Helen Campbell describes "Certain things of Work for Women," and especially points out the fact that noble women in New York have fitted up a very delightful home for those young women who are in need of cheer and comfort. Would that they could know how they are blessed by their hearts whose dear ones are sheltered here!

"An American Amateur Astronomer" is an illustrated sketch of the career of Mr. Burnham. In the "Life of Lincoln," several interesting chapters on important political events are published. The "del Master," written about and illustrated by Stiltman and Cole in this number,

"Memoranda of the Civil" War are five able short articles. The serial, "The Last Assembly Bill," is concluded. The short stories are bright and readable—the "Topics of the Times" are full of pith. The poems are of a high order, and the Bric-a-Brac very interesting—the number as a whole is admirable. The Century Co., 33 East 17th Street (Union Square), New York: 35 cts.

THE MAGAZINE OF AMERICAN HISTORY is carefully read by the great majority of our public men—in the various departments at Washington, and by State and municipal officials everywhere—and, as in no other monthly periodical, the former political policy, and measure of the government are intelligently discussed for the benefit of present affairs. With the June number is completed its twenty-first Volume, and these volumes, handsomely bound, are a treasure in any library, public or private. They form a unique and valuable library in themselves of the history of the country. The vast field for historic research in even so young a country as ours is well illustrated by the fresh and varying contents of each number of this ably edited and popular Magazine.

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Vol. V.

AUGUST, 1889.

No. 6.

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## *ADDRESS ON SCHOOL DISCIPLINE*

(Before the Principals of the Public Schools of San Francisco, December 7th, 1888.)

BY JAMES DENMAN.

[Concluded.]

No one can deny the fact that a commanding appearance, neatness of personal habits, combined with a gentle and modest demeanor, will command respect, while a rude and ill-bred teacher, even if he possesses brilliant talents, inflicts lasting evils upon the habits and character of the pupils under his charge.

It is with much truth, said, "As is the teacher, so will be the school." If he is addicted to habits of confusion and disorder in his own character and deportment, his scholars will not be slow to imitate his example.

I cannot therefore too strongly urge upon every instructor to strive to cultivate a spirit of true politeness in all his dealings and associations with youth. And by politeness I do not mean any particular form of words, nor any prescribed mode of action. It does not consist in *bowing* according to any approved plan, nor in a compliance simply with the formula of etiquette in the fashionable world. True politeness is founded on benevolence. Its law is embodied in the Golden Rule: "Whatsoever ye would that men should do unto you, do ye even so unto them." It is the exercise of real kindness. It is a noble and attractive every-day bearing which comes of goodness, of sincerity.

and of refinement. And these are bread in years, not in moments.

Sir Philip Sydney was the pattern to all England of a perfect gentleman, but then he was the hero that, on the field of Zutphen, pushed away the cup of cold water from his own fevered and parching lips, and held it out to the dying soldier at his side.

If lofty sentiments habitually make their home in the heart, they will beget, not perhaps a finical drawing-room etiquette, but the breeding of a genuine and more royal gentility, to which no simple, no *young* heart will refuse its homage and its willing submission.

Children cannot be properly governed till they catch the charm that makes the gentleman or the lady.

A coarse and slovenly teacher, a vulgar and boorish presence, munching apples and peanuts at recitations like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the firmament than his skull like a circus clown, and dispensing American saliva like a member of Congress, inflicts a wrong on the school room for which no scientific attainments are an offset.

#### EARNESTNESS AND ENERGY OF CHARACTER

are also important agencies in the successful discipline and government of youth,

"He, when'er he taught,  
Put so much of his heart into his act,  
That his example had a magnet's force,  
And all were swift to follow, whom all loved."

It is often said that we can do almost anything which we earnestly undertake.

Every teacher should therefore possess an earnest nature with determination, hopefulness, enthusiasm and daring equal to every duty and emergency he may be called upon to assume. There are qualities of human character which every child will unconsciously admire and to which he will render willing submission.

Professor Haddock, in the following language, speaks truly and eloquently of the personal influence of the true *educator*:

"What the teacher is in his general character, his principles of life, his individual objects, his tastes, and amusements, his whole bearing and demeanor, has more to do in forming the spirit, and shaping the destiny of his pupils, than all his instructions from text-books. There is a certain spirit in him which in a certain degree determines the influence of his whole life.

If of the right sort, bright, earnest, open, full of cheerful hopes, and ennobled by enthusiastic reverence for truth and a devoted love for goodness, this general character is itself a school, a model for young

ambition, a fountain of good thoughts, a *silent*, insinuating, living stream, nourishing the roots and opening the buds of virtuous thought and noble action."

I have thus hastily and very imperfectly specified some of the means of securing good order and discipline in school.

With the qualifications I have described in the mental, moral and the personal character of the *true teacher*, I believe most of our schools could be successfully governed without an appeal to fear or force.

But while I am in favor of the great reform which is abolishing the frequent use of the *rod* for every offence committed in school, I am not unmindful of the fact that there is a large class of children, as well as men, in every community, who cannot be permanently controlled except by compulsion and force.

The pupils of our schools are not all angels. Collected as they are from every grade of our cosmopolitan society, they represent all the passions and frailties to which humanity is heir. It is therefore impossible to govern them at all times by the power of moral suasion which the most gifted and kind-hearted teachers may possess.

Force must at times be used to subdue the self-willed and the naturally vicious, and disobedient pupils, or else they must be expelled from school and thrown upon the community to learn the lessons of the street—lessons at war with the vital interests of society. It would transfer them to a school in which they would make rapid progress in disobedience to parents, obscenity, profanity, lewdness, intemperance, petty-thieving, robbery and murder.

I therefore desire to offer my earnest protest against this modern idea of expulsion as a substitute in all cases, for corporal punishment. It is an alternative which will soon endanger the best interests of society as well as that of our wayward youth.

If this policy were adopted, there would be found a large number of boys in all the schools of our large cities, who, from their own inclinations, or from the vicious influence of others, would gladly embrace the first opportunity of throwing off the cares and restraints of the school-room which their disobedience and misconduct would afford them.

Under such a system it would take but a short time to empty our schools of the stubborn and the vicious who most require the wholesome influence of restraining laws and proper discipline. It would soon populate our streets with idle and vicious hoodlums, and crowd our prisons and industrial schools with juvenile offenders.

Of the different kinds or modes of punishments which should be

used in the government of youth, I prefer to say nothing. Every true teacher must be governed entirely by experience, and the circumstances of the occasion. He should ever keep in mind what I have so frequently repeated—that discipline is only a secondary object. The only primary one is instruction. The design of all punishment should be to do away with punishment. When this is not the case we as teachers will fail in accomplishing the duties of our high calling.

Let us then carefully weigh these duties and responsibilities, that we may rightly discharge the important trust committed to our care.

Let us daily enter, with fresh preparation, with interest, with energy, with the spirit of love upon our labors. Let us at all times feel that principle of love, and that sincere devotion to our profession which are to be regarded as the sign and measure of high souls and which wisely directed will accomplish much.

Our calling is honorable and our labors will be felt and appreciated if we are faithful to our duty.

We should not be satisfied with our past success, nor with our present attainments. Our motto should be ever, "Onward and upward." We should also be impressed with the vast importance of our office, for we deal with mind. We are called upon to educate immortal beings.

We are stamping upon their souls impressions that will endure "when the sun shall be blotted out and the moon and stars withdraw their shining."

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A NEWSBOY took the Sixth avenue elevated at Park Place at noon recently, and sliding into one of the cross seats fell asleep. At Grand street two young women got on and took the seat opposite to the lad. His feet were bare and his hat had fallen off. Presently the younger girl leaned over and placed her muff under the little fellow's dirty cheek. An old gentleman in the next seat smiled at the act, and without saying anything held out a quarter, with a nod toward the boy. The girl hesitated a moment and then reached for it. The next man just as silently offered a dime, and a woman across the aisle held out some pennies, and before she knew it the girl with flaming cheeks had taken money from every passenger in that end of the car. And she quietly slid the amount into the sleeping lad's pocket, removing her muff gently from under his head without rousing him and got off at Twenty-third street, inclining all the passengers in a pretty little inclination of the head that seemed full of thanks and the possession of a common secret. — *The New World*.

*A PRACTICAL EDUCATION.*

The desirability and even necessity of a more practical education than is now afforded by our public schools, is probably apparent to every one who has given the subject any serious attention. The ability to make two dollars as easily as one is now obtained, would solve the problem in the eyes of the unthinking masses, who would be willing to gain wealth even at the expense of losing the soul of virtue and truth. But to the philosopher, patriot and teacher, a meaning broader, deeper, more significant and fundamental by far is implied in the term practical as applied to education and life.

Greed for gold has caused the downfall of all former republics, and the continued existence of our own depends upon the right education of its youth. So grave a subject requires serious attention and careful thought. The signs of the times are by no means so propitious as to cause no anxiety concerning the safety and perpetuity of our free institutions. Hence that kind of education which tends to increase this corrupting influence, instead of deserving the name practical is at once the most dangerous and impractical kind of education for the rising generation to receive.

Intellectual education without a corresponding moral training tends to make the pupil grow into a smart rogue; hence adequate moral training is absolutely necessary or the school will accomplish more harm than good. According to so eminent authority as Dr. Baldwin, it is as easy to make pupils grow up to become good men and women as it is to become good scholars, provided parents and teachers will work together to secure this end. "Train up a child in the way he should go and when he is old he will not depart from it."

"That which we are we shall teach, not voluntarily but involuntarily." The great work of forming character can be accomplished by those only who have the qualities they would instil in the minds of others. Moral courage and wise management must belong to him who deserves the name of teacher; a heart that never faints, a soul that never quails before the forces of ignorance, which press upon him from all sides. In the great and responsible work of training immortal souls, does the teacher who lacks the courage of his convictions, dare to betray his sacred trust by sacrificing the right to the expedient? Can he with a good conscience, neglect any opportunity to improve his methods of teaching and training?

It is no part of the work of the public schools to teach trades;

but to develop the powers of the child, to train him to form the habits of clear perception, close observation, just judgment, correct reasoning, patience and perseverance; to awaken in him a love of justice, truth and virtue, to inspire the spirit of patriotism and the hatred of tyranny, to arouse courage, to create in him an appreciation of whatsoever is sublime and beautiful in nature, art and human history; to give him a sound mind in a sound body. Are not these included in the true meaning of the term practical education? What is more practical than that course of training which will cause the pupil to obtain not only health, but a wealth of thought and feeling, a love of good literature, a spirit of investigation, a true manhood and womanhood.

The early Greeks attained perfection of form through the physical training of their youth; and the Romans appropriately named their schools "gymnasia," from those muscular exercises which formed their leading feature, and secured a strong mind by strengthening the body. It is largely the lack of such training that renders our educational system radically defective; and until both our schools and colleges are remodelled upon a basis of health—as a means to scholarship, it will so continue. Since the health of the mind depends upon that of the body, not only must the body receive a proper physical training, but it must be fed with suitable food to nourish the brain. Whether Bacon wrote Shakespear's plays or not, the *bacon* most familiar to the American people never suggested a Shakespearian thought. The stupidity of many a child may no doubt be largely traceable to a lack of brain food. Sidney Smith declared that the wonderful literature of Scotland all originated from a little oatmeal. Not only does the vigor of both mind and body depend upon proper food, but the moral character as well. According to Henry Ward Beecher, no one can be a consistent Christian who has dyspepsia, a disease that is said to afflict, in a greater or less degree, more than one-half of the American people. Again, while the state of the bodily health has a powerful effect upon the moral character, so moral training, or a lack of the same, affects the bodily health. If the teacher awakens the pupils' conscience to a lively sense of duty in this matter a moral impulse to a life of temperance and virtue will be the result. True, the health of our youth depends chiefly upon the care of the parent, who, as a rule has little knowledge of the laws of health. It is the duty of the teacher to enlighten the parent on this subject, by means of practical conversation and the distribution of the best literature that can be secured for the purpose. A portion of the library money should be expended for the best kind of literature.

Benjamin Franklin said that a penny saved is a penny earned. For intoxicating liquors and tobacco, this nation alone worse than throws away annually nearly fifteen times as much as is expended on our public schools; and no one knows how many millions are spent on prisons, courts, physicians, and patent medicines, which latter expenditures are largely caused by the results of the former bad habits, as well as by improper habits of eating and dressing. The best way to teach a pupil how to get a living is to teach him how to live. Costly vices are but the weeds which grow in the absence of economical virtues.

A great mistake is made, when the different branches are taught as though they were the ends and not the means of education. Heretofore teaching has been confined chiefly to the Gradgrind process of crowding the intellect with as large a number of facts as possible; and those pupils have been counted most proficient whose memory best enabled them to recall the facts committed by this cramming process; but all experience proves that the possession of a good memory, however necessary in itself, is no indication of ability, if good judgment and perseverance are wanting. Moral excellence has been determined by good marks of deportment, but however much these may satisfy the pride and vanity of the pupil, they are no sign of a truly moral character, for he does right not because he loves it, but because of the bribe. A modern philosopher has said, that if you would hire a man to do right you must raise his salary every morning, so it is with the pupil who expects a reward for his behavior and is not inspired to right-doing by a love of the right.

We hear men of intelligence speak of the practical and impractical parts of the arithmetic, whereas nothing in arithmetic or any other branch is impractical if rightly taught. Almost any subject may be made to minister to the development of the intellect, sensibilities, and will; and there is not a single study in school but what can be so taught to form in the child right habits of thinking, feeling and doing.

Character may be formed in the right teaching of arithmetic, by developing patience and perseverance in solving difficult problems. These traits form the basis of moral courage, where the pupil is called on to undertake anything which requires the exhibition of these qualities so essential in the accomplishment of any great or good work. Reading should be so taught that all the better impulses of the child are stirred within him. The sense of beauty, the spirit of patriotism, the love of truth, honesty, courage and that charity which suffereth long and is kind,—all these can thereby be developed by the teacher who possesses these qualities himself, and understands the law of mo-

tives, and the methods by which to influence the souls of his pupils. If the pupil is led to express good sentiments daily and hourly, by means of conversation, reading and writing, it will affect his whole after life. For, "As a man thinketh, so is he." Much of the vice and crime due to wrong habits of thought, formed in a great measure by reading the trash which compose the intellectual food of a vast majority, one can deny that truth is stranger than fiction; then present truth in its most interesting light and children will prefer it. Good fiction is truth so far as moral worth is concerned.

Music has so powerful an effect in moral culture that a wise man once said he did not care who made the laws of a country if he could write its songs. If "music hath charms to soothe the savage breast, why has it been so neglected in our public schools? Kindness, temperance, honor, courage, can be inspired in the impressionable minds and hearts of little children by a choice selection of appropriate songs. Are not these virtues infinitely more important than over half the knowledge gained from stereotyped text-books? Music also aids discipline: when a pupil has done something wrong, a pathetic story told or read by the teacher, followed by a song of like character, and vigorous calisthenic exercises, will so subdue his feelings, that, after the rest of the school have been dismissed, his heart and conscience will often be reached by kind and appealing words. What is the use of teaching history unless it create a love of country and an interest in its political welfare? Are the bare facts contained in the text-book of any practical use in themselves except when they are so presented as to stimulate that patriotism which shows itself in the piping time of peace, as well as in the stormy times of war?

Grammar has been taught for years, yet how comparatively few use the English language correctly. The habit of using good English would do away with the greater part of the slang, vulgarity and profanity, everywhere about us, but this cannot be accomplished by the teaching of technical grammar. A pupil may be instructed in physiology and hygiene, but that is no reason for believing he will observe the laws of health. Even doctors are said to be very careless of their own health, and Solomon's wisdom did not save him from living a foolish life. To show a pupil what is right is not enough; to compel him to do the right is not much better; but to create in him a desire to do the right and the ability to do it,—that is education, and only practical education.

L. COPELAND

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The State Normal School at Chico will be opened September 3<sup>rd</sup>

## THE HEROES OF CONEMAUGH.

he famous ride of Paul Revere finds a parallel in the action of the messenger who rode down the Conemaugh Valley, shouting out warnings to the inhabitants, until himself overtaken and engulfed by the terrible wall of waters. Still grander was the calm heroism of Mrs.

Ogle, operator in the Western Union telegraph office, who, notwithstanding repeated notices of the approaching danger, stood by the instrument with unflinching loyalty, and undaunted fearlessness, sending words of warning to those in danger in the valley below. When the station in the path of the coming torrent had been warned, Mrs. Ogle wired her companions at South Fork: "This is my last mes-

She went down in the waters, but history will preserve her

the thoughtful teacher will not fail to make use of these examples of heroism. In all ages, young and old have been uplifted by such

We close by giving our readers the words of one who has recorded Mrs. Ogle's act in verse—the most enduring of mon-

s:

Room for another savior! On the scroll  
Recording those who died for human kind  
A woman's name goes next. Her royal soul  
Went up through crazy waters and mad wind.

Write it lines of light, "She died for men!"  
She could not be disloyal to her trust:  
She would not leave her wires—most needed then  
To warn and save. O, woman true and just!

When through the city doomed a horseman dashed  
Shouting, "The dam! the dam is broken! Flee!"  
And with mad speed the oncoming waters crashed,  
She kept her place. "Warned must the valley be."

Tell it with joy, oh, woman! and resolve  
To be more noble for the sake of One  
Who woman's grand equality has solved,  
And adoration, high and holy, won.

When all the towns were warned the little hand  
Ceased its last work to save. The precious head—  
God circle it with lillies in Heaven's land—  
Swept down the river with the drowned dead.

—Emma Tuttle, in *R. P. Journal*.

## GOVERNMENT IN A PRIMARY SCHOOL.

A primary teacher often hears such remarks as these : " It is so difficult to govern little children ; they are not old enough to make a thing much trouble." " If I had the little ones, I know I could get along without a bit of trouble," and similar remarks.

There is not so much deliberately planned mischief in the primary grades as in some others, perhaps ; but the restless activity of so many undisciplined natures, unable to fix their minds on even the most attractive work for more than a few minutes at a time, will soon amount about a small earthquake, if the teacher has not the skill necessary to control and direct these small forces. " You might as well go out upon the beach and bid the main flood bate its usual height," one might stand before a company of small children and to say to the whole mass of uneasy hands and feet, " Be still." If physical force were needed, then it would be much easier to govern a child than one of sixteen years. But when we remember that the purpose of school government should be to teach self-control, to secure attention to work in hand, and to develop moral character, then we realize that it is no easy task to govern a primary school rightly.

No doubt we all agree that teaching the young idea how to govern is a delightful task, but the necessity of government is the *fly* in the ointment, the thorn among the roses, the cloud that sometimes obscures the sunshine, the *bitter* in the sweet. Happy is that teacher who can so harmonize the various wills—and wants—that there is but a little friction or need for the assertion of authority.

A quiet, self-controlled teacher, who knows she is master of the situation, has every advantage over one who is fussy, noisy, or nervous. " A low, sweet voice, that excellent thing in woman," is a great asset in governing little children. An enthusiastic teacher, in her anxiety to make her explanations clear and plain to all, will, without knowing it, take a high pitch and speak in an excited tone that has a tendency to make her pupils noisy and nervous. Many teachers use a tone in the schoolroom that they use nowhere else—habitually speaking in a sharp, commanding way, with never a " please" or " thank you." Such a voice is tiresome and exasperating enough to stir up all the evil in a child.

Then we talk too much to have our words effective. I heard a teacher of a teachers' training class say this summer that no one

tion to young teachers had to be so often repeated as the one against too much talking. We say the same things over and over. We ask a question, then before the child has had time fairly to weigh our words, we say, "Now think," "Can you think?" Then the question is repeated, and again the child is called upon to think. How many of us could do much thinking under such circumstances?

System and order, with variety, are also a necessity in a well-governed school. I visited a school once where from five to ten were deprived of their recess each session for dropping their slate pencils. I afterwards mentioned the fact to an experienced primary teacher, who replied that if pencils were frequently dropped it showed lack of skill on the part of the *teacher*. I did not understand then how this could be, and thought her reply severe, but now I believe she was right. I have learned since that the children may be taught to work in such an orderly, systematic way that confusion will be avoided and unnecessary noise prevented.

A carefully prepared programme is another great aid in school management. It is well to have general exercises in the beginning, in the middle, and at the close of each session. In the beginning, that the change from play to work may be made as pleasant as possible; in the middle, as a rest; at the close, because then the children are too tired for difficult work. The general exercises may consist of short lessons in writing, drawing, music, oral language, or phonics. In addition to these, there should be frequent opportunities given for changing positions and exercising different muscles. And by thus giving a lawful opportunity to work off surplus energy you will lessen Johnny's desire to stand on his head or punch Willie the first time your back is turned.

One great source of inattention and consequent disorder is large classes. Short recitations and small classes are helps not always duly appreciated by the teachers of ungraded schools. I like the Quincy method of grouping together those of about the same mental ability for class work. This enables the teacher to do more individual work, prevents the quick ones from answering all the questions, and gives the slow ones a better opportunity for mental growth. While the teacher is busy with one group, the rest of the class may be employed with busy work. I have long envied the kindergartens their abundance of material for finger employment, and have felt sure that much of this material might be used to advantage in our work, if we only knew what to get and how to use it.

A certain amount of slate work having been assigned a class, when

the time comes for examining this, I pass among them, correcting slates and distributing this busy work to those who have done their best. The careless and idle do their work over again, while the others are happy with their slat weaving, stick laying, blocks, paper folding, tablets, or whatever the material may be. No threats are made, no rewards offered, no scolding done; but it does not take even the dullest long to perceive that it is worth while to do his best. And the best a child can do should always be accepted, though it may not be so good as his neighbors.

The battle is won when a child finds that each attempt of his to do right is appreciated, and that every time he carries out his own plans regardless of the teacher's wishes, he must pay the penalty in some forfeited pleasure.

One more suggestion. A very successful minister was once asked how it was that he could accomplish so much work outside of his regular duties as pastor. He replied that he made it a point never to do anything himself that he could possibly get some one else to do. Would not this rule be equally applicable to the school-room? In the primary grade, especially, there are many articles to be distributed and gathered up again each day. If the teacher does this she will be hurried, while the children have this time to play. If, on the other hand, the children be taught to do these things for themselves and each other, they will be kept busy, and the teacher will have time for the general oversight of all. And, best of all, the children are learning to do by doing.

These helps to good government that have been mentioned—a quiet, self-controlled teacher, low voice and pleasant tones, system and order, a carefully prepared program, recitations in groups, plenty of busy work adapted to taste and ability of pupils, and a teacher with patience to wait while the pupils do the work—are only a few of the essentials. To these should be added a knowledge of child-nature in general, and each child in particular, and, in and through all, love for the children, devotion to the work, and faith in God.—*Sarah W. Smith, in Ohio Educational Monthly.*

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Teacher—Adams, do you know who made that noise?

Adams (who is the guilty one)—I know, but I do not like to tell.

Teacher—You are a gentleman, sir.

*A LESSON FOR SCHOOL TEACHERS.*

There are now in the Tombs at New York two boy prisoners, one 10, the other 11 years of age. They are awaiting trial for murder. They had a little playmate—Toby Hepper. Toby was younger and weaker than themselves and of Jewish parentage. They all went to the same school. The older boys called Hepper a "Sheeny." They persecuted him on the road to and from school. He was small and weak, and could not help himself. They used to pelt him with stones, knock him down and kick him, roll him in the dirt, and soil and tear his clothing. Hepper's father was obliged to go to and from school with him to keep the boys from killing him.

At last the two boys now in the Tombs caught the little Jew boy out alone. They knocked him down and beat him; then gathering up handfuls of dust from the street they crammed it into his mouth. Hepper went home very ill, and died in a few days of congestion of the brain. The Coroner's Jury found that he died on account of the injuries received from the two boys.

Are the teachers of the school all the boys attended wholly blameless of this murder? If they had taught the children gentleness, kindness, politeness and decency, would it have happened? It is not a school teacher's place to give instruction in theology. It is her place to teach ethics early and late. It is her place to see that she does not turn loose upon the world a horde of intellectually drilled brutes and savages. It is her place to develop the honesty, truthfulness, helpfulness and mercy to the weak that are latent in the heart of every one of her pupils. Human life can be taken only the more skillfully by the murderer who knows the multiplication table.

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*TWINKLE, TWINKLE, LITTLE STAR, NOW YOU WON'T  
KNOW WHAT YOU ARE!*

Scintillate, scintillate, globule vivific;  
Fain would I fathom thy nature specific  
Loftily poised in æther capacious,  
Strongly resembling a gem carbonaceous.

When Torrid Phœbus refuses his presence;  
And ceases to lamp us with fierce incandescence,  
Then you illumine the regions supernal—  
Scintillate, scintillate, semper nocturnal.

Then the victim of hospiceless peregrination  
Gratefully hails your minute coruscation,  
He could not determine his journey's direction  
But for your bright, scintillating protection.

## SCHOOL SAVINGS BANKS.

The project of establishing the school savings bank system is attracting some attention in the United States. The idea, so far as it can be traced, originated in Ghent, Belgium, some time prior to 1873, and has been considerably developed in France and other European countries. In 1885 an experiment was begun at Long Island City, with the most favorable results. The deposits now aggregate \$6,692.84. The Utica Board of Education is now considering the adoption of the plan, and it is talked of in other cities. Where it has been tried good effects have followed upon the habits and economical tendencies of the children. The practical saving of pennies is supplemented by instruction regarding the value of prudence, forethought and frugality at an age when the mind receives the most abiding impressions. The only danger would naturally arise from the formation at an early period of life of habits of acquisitiveness and closeness, which age might ripen into avarice and meanness. As a rule, however, the tendency of youth is to spend rather than to hoard, and a little encouragement to economy would be more likely to produce good than bad developments of character. The influence of example among schoolmates would probably make the school savings bank a more effective agency of accumulation than the little tin bank which, in some households, receives the children's odd nickels and dimes, and the withdrawal of deposits would be attended with a degree of business ceremony which would tend to make them more permanent. Californians, old and young, are given to err on the side of liberality, and possibly the establishment of some such system in our schools might be of permanent advantage in molding local character to more economical lines than the traditions of the State are wont to shape.

## THE BIRTHPLACE OF ROBERT BURNS.

Though Scotland boasts a thousand names  
 Of patriot, king and peer,  
 The noblest, grandest of them all  
 Was loved and cradled here.  
 Here lived the gentle peasant prince,  
 The loving cotter-king,  
 Compared with whom the greatest lord  
 Is but a tilted thing.  
 'Tis but a cot roofed in with straw,  
 A hovel made of clay;  
 One door shuts out the snow and storm,  
 One window greets the day;

And yet I stand within this room  
 And hold all thrones in scorn,  
 For here, beneath this lowly thatch,  
 Love's sweetest bard was born.

Within this hallowed hut I feel  
 Like one who clasps a shrine,  
 When the glad lips, at last, have touched  
 The something deemed divine!  
 And here the world, through all the years  
 As long as day returns,  
 The tribute of its love and tears  
 Will pay to Robert Burns!

—Robert G. Ingersoll

## COMPOSITION-WRITING.

*Hamlet.* Will you play upon this pipe?

*Guildestern.* My lord, I cannot.

*Ham.* I pray you.

*Guil.* Believe me, I cannot.

*Ham.* I do beseech you.

*Guil.* I know no touch of it, my lord.

*Ham.* It is as easy as lying: govern these ventages with your finger and thumb, give it breath with your mouth, and it will discourse most eloquent music. Look you, these are the stops.

*Guil.* But these cannot I command to any utterance of harmony; I have not the skill.

—SHAKESPEARE. *Hamlet, Act III, Sc. 2.*

A scene similar to the above is often acted between teacher and pupil on the subject of composition-writing. The pupil protests that he cannot write, and his reasons for refusing are quite as good as Guildestern's. Then, too, the teacher's request for a composition is often as sudden and arbitrary as was Hamlet's request for a tune. The instruction given is equally insufficient. If the pupil is forced to comply with the demand, the result is that he frets the sweet pipe of language, but plays on it—never.

School compositions must necessarily be of a very elementary character; for the expression of thought in writing is an art second in difficulty and power to none. Even the ability to prepare a correct manuscript so far as style and grammar are concerned, without any reference to the quality of thought, is acquired only after years of practice. If the public school makes a fair beginning in this line, that is already much. Herein we might learn a lesson from the music-master. He does not attempt directly to teach his pupils musical composition, but, mainly through the study and reproduction of what others have composed, he teaches them the principles that underlie the musician's art. To the perfect mastery of these principles by an application of them in original music, few aspire and yet fewer attain. In a lesser degree all this will hold as well in teaching the art of expressing thought by means of writing. The object is not to urge the child on into premature invention. Rather through exercises connected with his daily lessons should he come into possession of language. How great his acquisitions shall be and to what extent he shall perfect them by use, his ability and taste must determine.

The best composition drill is that which grows out of the work of the school as naturally as the branch grows out of the trunk. All the topics of school abound in material for outlines or simple essays. Perhaps not much of this deserves to be dignified as composition, but it leads to correctness in form and arouses thought. Thus, india rubber is mentioned as one of the forest products of Brazil. To write a list of articles manufactured from rubber will add to rather than detract from the value of the geography lesson, and will give us a gain in language. Again, when we read of Arnold's attack on Quebec, we naturally associate with it previous assaults on the Gibraltar of America. Here is a theme that, written up, will make the student a better historian, and besides will discipline him in communicating on paper what he has learned.

Whoever will choose themes carefully and give needed directions for their treatment—and that implies discernment and work on the part of the teacher—will come to the conclusion that most pupils, in spite of assertions to the contrary, like to write compositions. Older pupils especially divine that this is a means of development, and as most of them desire to advance, they will cheerfully submit themselves to whatever tends to their advancement.

"That is best which lieth nearest" is a law in the search for a theme. It is not to be "brought from afar." To parody Patrick Henry somewhat, it may be said we are not, we need not be, weak in this matter of written language, if we will but make a proper use of those means which are placed in our power. Let the normal institutes help teachers to discover the material ready furnished to their hands. If it is wisely used, the gain will be not alone in the writing, but in the better discipline obtained from all the studies. Mark but that Germany, the center of the world's intellectual culture, during 1888 published more books than France, England, and America together. There "a professional man who is not 'productive' is considered behind the thought of the age."

This may seem a far-fetched argument for composition-writing in public schools, but is not instruction given there largely through the medium of the letter? Then pupils must produce something of a literary character, be it ever so simple. The written form grows familiar as it is traced and retraced with the pen. The pupil copies, combines, originates; and his own work gives him an interpretation of the book that he can obtain in no other way.

Composition writing is not, nor perhaps well could be, taught in our normal institutes as a separate subject, but more or less it may enter

into all subjects. We can at least answer the cry, "What shall I write about?" by showing the abundance of themes. Composition-writing involves classification, and "to learn to classify is itself an education." We can make prominent, too, the importance of mastering the little things that enter into composition. For example, how many teachers are infallible in so simple a matter as writing the possessive case?—*Ida A. Ahlborn in Western School Journal.*

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RUSSIA has in Central Asia transportable schools. As in Western Turkistan, especially in the villages, there exist no Russian schools, the Government transformed special cars of the Transcaspian Railroad into school-rooms, occupied by one or two teachers. These cars are moved from one station to another, where they stop for several hours, during which time the school children visit the car, receive instruction in Russian grammar and writing, and the next train carries the school car to another place. It is expected that this institution will be extended to Bokhara, and the Jews of that city are very anxious to profit thereby and have their children instructed in Russian.

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OAKLAND'S Chief of Police has given notice that he will arrest every boy who is found on the streets of that city smoking a cigarette. It is not lawful there for children to smoke cigarettes in any public place. It is not necessary to discuss here whether the evil effect of the cigarette is due to nicotine or opium or any other drug. The cigarette is the entering wedge of danger; and every boy who smokes a cigarette has started on a road where the moral sense is very apt to be lost utterly, and which frequently brings up in the insane asylum, the criminal courts, or the mental imbecility above alluded to.

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It is remarkable how virtuous and generously disposed every one is at a play. We uniformly applaud what is right and condemn what is wrong, when it costs us nothing but the sentiment.—*Wm. Haslitt.*

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WARNING can never serve in place of direction. Guide-boards are not set up to say, "This is not the way."

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HOLD thy peace! Admit not into thy counsel those that cannot have any business there.—*T. Carlyle.*

## CALIFORNIA STATE TEACHERS ASSOCIATION.

## FIRST DAY.

The second summer session of the California Teachers' Association was called to order by Vice-President D. C. Clark of Santa Cruz, at the Methodist Church, Pacific Grove, Monterey, June 25th, at 10 A. M.

After the invocation by Dr. Schem, Pastor of the Methodist Church, the minutes were read by Miss S. C. Jones, Assistant Secretary, and approved by the Association.

The report of the Executive Committee was read, appointing D. C. Clark as acting President, owing to the inability of President More to attend the meeting and stating that the Committee had aimed to bring the women of the profession more to the front in the program, than had been the case heretofore.

After the appointment of the only standing Committee, that on Resolutions, consisting of P. M. Fisher of Oakland, J. W. Linscott of Santa Cruz, Job Wood, Jr. of Monterey, Mrs. Julia B. Hoitt of Sacramento, and Mrs. H. L. Pettit of Modesto, the Association adjourned until 2:15 P. M.

The first paper of the afternoon was that of Miss Bessie Dixon of San Francisco, read by Miss S. C. Jones, on "Odds and Ends of School-room Work." She said, "A teacher should be what he desires his pupils to be. Sometimes we forget to gather up the ends and fasten them off securely and in after years the work ravel." She closed with a humorous talk on what to do with the "Independent Odd-Fellows" in our schoolrooms.

After the President had appointed a Committee on Introduction for the evening, of which T. E. Kennedy of San Francisco was Chairman, Mr. Kennedy read a paper entitled, "The Attitude of the Teacher to his Profession," saying, "It is well to look squarely at ourselves and see how we look to the community." He stated that the doctor, lawyer and journalist are considered professional men, and respected and honored, especially the last. At any public meeting, men of all occupations—even butchers—are called upon to preside; but school teachers, never. The school teacher is not considered a professional man, or even a benefactor. After dilating at length upon the estimation in which teachers are held, the gentleman found the fault for it in the indolence and lack of progress among the members of the profession. "Teachers," he said, "stand in a solid phalanx

cross the path of improvement. Wealth rules the world, and its golden prizes are not strewn along the teacher's way. In the opinion of mankind there is but one scale in which all effort is weighed, and that is the scale of success." He closed with a plea for industrial training. "The question is not now, 'How much do you know?' but 'What can you do?'"

At the conclusion of the paper there seemed to be a general desire to discuss the thoughts presented, but as the President gave no opportunity to do so, and as no further paper was ready for presentation at the time, the Association adjourned until the evening session, when Dr. Jewell spoke on the "Rights of Woman."

After a humorous introduction, in which the speaker incidentally did a glowing tribute to teachers—recognizing in them "the nobility of the land," he proceeded to enumerate various rights which belong alienably to woman:—

First, a right to life, granted to man by the Declaration of Independence; and with this right, all that is necessary to make life a pleasure and a success.

Second, a right to be as beautiful as she can, provided the beauty devoted to the highest moral uses. Hepworth Dixon says: "Every American housewife is an artist." Woman, then, naturally has a right to adjust her attire so as to be most attractive.

Third, "a right to be educated, independently of any concession on the part of any male creature." This is an inherent right.

"Beauty cannot be independent of moral training. Woman, the artist, is in her legitimate sphere in the school-room. It is a farce and falsehood to find a well-proportioned body and a beautiful face, without a well-furnished mind."

Fourth, a right to demand as much in the matter of morality as man. "There is nothing to indicate that woman's rights are inferior to man's in the matter of matrimony. Standing before the altar, she has a right to demand as much purity as man."

Fifth, a right to remain unmarried if she wishes, and be an old maid, without incurring ridicule or scorn. "When woman sees the opportunity of usefulness she has a right to choose the higher altitude, and to walk single file along the pathway."

Sixth, the right to a special education along the line of her pursuits, even if she remain at home. But she has a right to prepare herself for any occupation, and, being so prepared, a right to as liberal a compensation in any profession as a man.

Seventh, the right to wield the moral scepter. God has intended that woman should lead in moral questions. As an assistance to this she should have the ballot granted her, and nothing should be placed in the way of her unfurling "a standard of virtue and righteousness and truth that shall bring to the world a generation pure and moral."

The speaker closed with a cordial welcome of the Association to Pacific Grove.

State Superintendent Ira G. Hoitt then made a few remarks, and after a quartette by members of the Association, the Committee on Introduction proceeded to make the visitors acquainted with each other, and the remainder of the evening was spent in social conversation, the paper of Mr. Kennedy, which roused considerable indignation among his audience, being the chief topic.

#### SECOND DAY.

After the minutes of the previous meeting were read and approved, Mrs. Balch of Oakland, spoke for a short time on "Kindergarten Work." She said, "We do not understand the importance of the kindergarten. Childhood has waited long to be understood. The kindergarten system unfolds every sense, guides every faculty, comes to a child as a child itself. Character does not come by chance. It must be built up. The wise sculptor carefully molds the clay while it is soft and plastic. The years from three to six in the life of children are too often neglected and wasted. The time has come for the race to rise to a higher plane of life. This can only be done by beginning the work in childhood. Through the medium of our charity kindergartens, we may see the means of the regeneration of society. God is holding us responsible for the training of our little ones to-day."

At the conclusion of the address, Mrs. Balch invited discussion, saying that her object was to have a free expression of ideas about the kindergarten in relation to the public school system.

P. M. Fisher, Superintendent of Alameda county, said that in his visits to the various schools in his county, he had discovered quite a number of children who had entered primary schools from the kindergarten, and on questioning the teachers as to how they compared with the other scholars, had received a variety of answers; the majority of teachers, however, had found such pupils requiring too constant care and entertainment.

Miss Carrie Hunt of San Francisco, thought one reason for this was that primary teachers have too many children under their charge. In the kindergarten the number is much smaller, and the teacher can

give individual attention to each pupil. She did not believe teachers were in a solid phalanx across the path of progress, and felt sure the differences, if any, between the primary schools and kindergartens could be easily adjusted. She suggested the sending out of a circular asking the teachers of the receiving classes if they objected to taking children from kindergartens, and if so, why.

Superintendent McClymonds of Oakland, thought the lack of assimilation arose from the radical difference in the system of education. In the public schools the children learn theory; in the kindergarten, practice. While he hoped to see kindergarten principles in the public schools, he doubted the feasibility of making those schools a part of the present system.

Several others took part in the discussion, and at its close a paper on "What Shall Teachers Read?" was presented by Miss Lilian A. Howard of Santa Cruz, Secretary of the California Teachers' Reading Circle, and was highly applauded by those who heard it.

President Clark followed with some remarks on the small number of teachers who had joined the Reading Circle, and Superintendent Fisher of Alameda, stated that in his county many literary clubs and reading circles of older growth took the place of the State Circle.

The next address was on "The Superior Value of Mathematics as a Study in our Public Schools," by J. L. Austin, President of the Pacific Methodist College, Santa Rosa. He said the tendency of courses of study at the present time is to choose such branches as can be put into practice in business life. Fifty years ago men sent their sons to school to be *educated*, not to acquire information, except incidentally. But the multiplication of inventions has so spurred on the spirit of progress that a shorter road is now desired. Mathematics, however, has suffered no loss. No department has always been so popular, or of so much benefit, because nothing else brings such mental training and practical application to various departments of life. Neither literature nor languages, nor philosophy, furnishes such mental discipline as pure mathematics. Most branches of study, especially the scientific, are dependent on mathematics for the demonstration of principles. Mathematical demonstrations are exact, of clear conclusions, satisfactory and unassailable.

A large number of teachers have no idea of the value of mathematical study. The faithful and skillful instructor can unerringly trace the footsteps of his predecessor in the mistakes or excellencies of the class. We should exact entire accuracy in results and train the child not to rely on text-books and trust to the teacher's assistance.

In arithmetic we do not find enough mathematics for business purposes; carpenters, architects, contractors and many others want and use continually the higher branches. The need of the public school system is not so much more drill as a more extended course, disposing of the arithmetic more rapidly, so that elementary algebra may be placed in the Grammar Schools.

The afternoon session was opened by the delivery of one of the finest addresses ever delivered before the Association, on the "Conservative Elements in American Citizenship," by Hamilton Wallace of Tulare. The gentleman was interrupted throughout the speech by bursts of applause, and was listened to with marked attention. [This paper will appear in full in a later number of the JOURNAL.—ED.]

Mr. Berwick of Monterey, followed with a few minutes' talk on behalf of the Arbitration Society, asking the teachers, in their instruction to endeavor to further the work of the Society. Among other things he said: "We look for Utopia in our school houses."

Some discussion on the subject of Scientific Temperance Instruction then took place. State Superintendent Hoitt said that he thought the subject was being very generally taught, but a printed report was to be returned from each teacher, with certain questions answered, and he could not tell definitely what was being done in the State until he received the statistics.

Mrs. R. R. Johnston of Oakland, President of the W. C. T. U., said that there was only one calling she would place above that of the teacher—the minister of the Gospel. "In this wine-growing State it is a special duty to teach the children the evil effects of alcohol upon the system." By request, she mentioned several chemical experiments which she performed before her classes, and, also, told how arithmetic might be made a valuable auxiliary in the instruction. She stated that California has the best law in respect to temperance teaching of any except one recently adopted in Louisiana; and that over 12,000,000 children of the United States are now receiving scientific temperance instruction.

In response to a question, she gave an interesting account of the manufacture and constituents of cigarettes; and said that in canvassing Broadway in Oakland, from Seventh street to Fourteenth street, she only found two dealers in tobacco who refused to sign a petition to the City Council to prohibit the sale of cigarettes. One dealer said his sales were over 320,000 per month, some to children of four years of age.

A teacher stated the extreme difficulty of teaching temperance when the School Trustee, on whom her position depends, is a saloon-keeper, and suggested incorporating a section in the School Law making a liquor-seller ineligible to such an office.

State Superintendent Hoitt replied that the two occupations ought never to be combined, but doubted the feasibility of such an amendment to the School Law.

There being no further business to come before the meeting it adjourned until the evening session, reassembling at 7:30 to hear State Superintendent Ira G. Hoitt on "The New Education." The principal points of his speech were as follows:

There is no definite opinion as to what the "New Education" really is; each believes it to be his own specialty. The change must be a gradual one. The time has not come, and never will, when we can say the old has passed away and the new has taken its place.

Previous to the times of Galileo and Bacon, men never deduced general rules from special instances. The great object of science is to form the souls and not to educate the hands. Bacon pointed out hitherto unknown roads; men were to deduce general laws by inductive reasoning. Since then has been developed a spirit of free, active inquiry which has worked a change in education. *Things* are studied rather than *words*. Education tends to the practical, rather than to the scientific.

The old theory still possesses much that has stood the test for years. The new education is nothing more than the old, corrected and applied in a common-sense way. Ours is an age of discovery and application of art to scientific principles. The natural forces are subjected in a great measure to the human will.

As a nation, we are not poor; we lack only an improved humanity—the development of noble men and women. The true teacher must realize that the education of to-day is one of the most important subjects of the age.

The first year's instruction should be based on kindergarten principles; the teacher should understand the methods of developing and unfolding the child's mind. As perceptive touch comes first of all the senses into action, it should be trained first. No system is complete, however, which does not educate the whole child.

The public schools of California were never in so good a condition as they are to-day; the teachers never showed a greater desire for progress; the public were never more willing to make appropriations for school purposes.

At the conclusion of the address, Superintendent Hoitt stated that only one school had sent in a claim for the prize awarded to the best decorated school room by Prof. Albert S. Cook, so he could not make a report on school room decoration; but as he had received, since the beginning of the session other reports, he could not justly award the prize without investigating all the claims and so should defer his decision until January.

As Dr. Stratton of Mill's College, was not present to deliver the second address of the evening, the Hon. William Jackson Armstrong of Washington, D.C., consented to take his place, and delivered a long and interesting lecture on "Castelar, the Republican Orator of Spain." He began by saying, "Twenty years ago, the name of Emilio Castelar first came into prominence. Spain is the Nazareth of nations; two hundred years ago her light went out like a vanishing star—a spectacle of unparalleled civil pathos."

After thoroughly dissecting the character of Queen Isabella in its mental, moral and social aspects, the speaker went on to say that at this time, when Spain was groaning under the Bourbon yoke, Castelar was a young student, but at a political gathering he made a speech which ran like a touch of fire among his hearers, and the next day one hundred thousand copies were poured through the villages of Spain.

His mother was a woman of unusual culture—noble and enlightened. Left a widow when Castelar was a child, she devoted herself to his education, which progressed with remarkable rapidity, aided, no doubt, by a fine library which had been a legacy from his father. At the age of sixteen he was sent to complete his education at the schools of Madrid, but after his first speech, at twenty, he was no longer a school boy. When he graduated, the University of Madrid hastened to secure his services and the chair of Critical and Philosophical History was given him. He continued, however, as a political teacher, also; advocating the emancipation of the slaves, dissolution of Church and State, universal political freedom and free education. He attacked the power of the Bourbons in Spain, not only as an orator, but as a literary chief and a most brilliant journalist, and at the age of thirty he had become a dreaded force against the stability of the throne.

Losing his position on account of a political article, he was arrested on the charge of inciting an uprising of soldiers, imprisoned and condemned to death. He escaped and went to France and Italy, supporting himself by his pen.

Two years later, the Bourbons being overthrown, and Isabella in turn fleeing to France, Castelar returned to his country—almost with

the triumph of a Roman conqueror—his journey one continued ovation. "That first hour of Spain's redemption had touched her skies to double brightness." Cities vied with each other to secure Castelar as a Representative. He chose Saragossa, and with his friends believed a Republic could be firmly established.

But it was not to be; the crown of Spain was, at length, offered to seven rulers successively, and several times refused, when it was finally given to Amadeus II, son of Victor Emanuel. In this government, Castelar was offered a portfolio, but refused to take it, and went on a tour of Europe. While traveling he was given a reception in Italy by her statesman "come together to do honor to the greatest living Spaniard."

"He returned to Spain to find the Bourbon on the throne, with his back to the future and his face to the middle ages, and Castelar allied himself with the Chief of the Monarchists that he might obtain from the Monarchy such concessions as were possible for his country.

The novelty of Republicanism had liberated all the lawless elements, and no human genius could have saved the Republic; but Spain had embraced her Ideal, and the ferment remained in her blood. The Monarchy is but the adjournment of the Republic.

Castelar has become a permanent part of the pride and greatness of his native land. In the sixteenth century, Cervantes turned his sword into a pen; in the nineteenth, Castelar turned his pen into a sword to hew down the enemies of his native land. He is the *beau ideal* of orators, adding to the varied gifts of the noted speakers of France and Germany and England, a fascination peculiarly his own. In him, the riches of knowledge are not used for adornment, but are woven into the woof and web of his speech, which comes pouring out in an inexhaustible flow of eloquence. From Rome, Egypt, Assyria, he plucks his figures and examples as if those nations were peoples of to-day. His eloquence has been familiar to Spain for twenty-five years, yet still it is considered an event when he speaks. One must hear him to realize that the human voice, without music, can so nearly approach song.

Eloquence is the child of Revolution, and Castelar's is tuned to that absolute spirit of liberty which is not Celtic, but Saxon; it is like a speeding river in its fluency of expression and almost limitless in the riches of his intellectual resources. It stands that crucial test of all true oratory—the cold test of the type.

With him will die the art of word painting which no living man can restore."

## THIRD DAY.

On account of the absence of some of the speakers announced on the day's program, it was decided to spend the morning in visiting some of the numerous places of interest around Monterey and to hold only an afternoon and an evening session, and the Association was called to order, therefore, at 1:30, when, after the reading and approval of the minutes of the previous meeting, the teachers listened to a bright and practical paper by A. B. Coffey, of Sutter City, on "Three Unknown quantities." "These," the speaker said, were "the fireside, the school room and the corner goods-box. Not unknown to the anxious parent at home; not unknown to you, dear fellow-teachers; not unknown to the uncouth hoodlum on the street; but unknown to the one most vitally interested—the child who is to solve the problem of life by the aids of such lights as may shine across his pathway."

Following this came a well-received paper by Mrs. F. M. Pugh of Oakland, entitled, "To What End Should History be Taught?" after which Dr. Cornwall of San Francisco, gave a very sensible talk on "Physical vs. Mental Culture," and the Association adjourned until the evening session.

Acting President D. C. Clark of Santa Cruz, gave the opening address of the evening, saying that our State is annually spending immense sums in support of our public schools, and all things in natural and civil surroundings are so favorable that California schools should be the best in the United States.

In order that they may be so, a healthier public sentiment should be created toward them. Parental visits should not be for the purpose of criticism alone, and teachers should make themselves able to demand the respect of the people. The history of education indicates certain lines along which progress has been made. Practical education does not mean a preparation for a specific trade. The student must by general education be taught to thoroughly master himself. Courses of study must contain the elements of industry, morality and citizenship.

Deputy Superintendent Babcock of San Francisco, introduced the next speaker, Prof. Wm. Cary Jones of the University of California, who gave a scholarly paper on "The Unity of Education," stating that education is one, and rests on the fewest and simplest principles, whether in elementary school, High School or University. The right arrangement is so that the education of the school and University may be unified, otherwise there can be no educating up to true manhood. All teaching should be sanctified by a common ideal and lead to a common goal.

In the first place, each one should know what the end is. If each one conceive a conscious purpose of his teaching, the way to this would be followed with precision and pleasure.

In the kindergarten the purpose should be formation of character as truly as in the University. The aliment in all cases is similar in nature; the teacher should stimulate the hungry souls to demand further feeding, and to know what food he has had. Make the youth as mentally strong and as morally exacting as his youth will permit. Comenius says education is "to train generally all who are born men to all things human."

The education of the intellectual cannot differ from the education of the moral character—the two things are closely interwoven. The intellectually cultured man is the morally cultured man. Supplying the proper nutriment at the proper time, and continuing until the food is changed into proper muscle, is essential.

The elementary school should train the boy from the age of six to that of fourteen or fifteen years so that, at the time he shall leave the school, he will be brought to such a pitch of morality and wisdom that he may be self-sustaining in life or school when ready for the secondary education.

This secondary education takes the place of the old character-forming college. A youth so taught is ready at the age of eighteen for any demand which may be made upon his educated intelligence.

Self-discipline is the end of all teaching and if the University fail in this, it is attributable to wrong secondary training. Unity prevails only where each school holds its own place in the educational plan—an organism where there is a free circulation of blood through the veins and arteries.

In the University we look for the completion of the plan begun in the primary schools. The teacher should aim "to discipline with severe sweetness, that the youth may merit his independence."

#### FOURTH DAY.

After the approval of the minutes, Miss Hunt of San Francisco High School, read the paper of Mrs. Clara A. Burr of Los Angeles, on "Primary Work." Among other things, she said, "The present system of education is as old as creation. After its decadence, men who are now called reformers are endeavoring to bring it back to its original state."

She cautioned teachers not to be too conscientious in the application of educational principles—some highly-praised schools being mere

machines. The primary and the kindergarten teachers should meet as allies and not antagonists.

Next followed a paper on "The Influence of Public Schools on Good Citizenship," by H. Weinstock of Sacramento. This was read by Madison Babcock, who stated as an introduction that he was not to be considered as endorsing all the sentiments expressed by the author.

Among the other admirable thoughts the paper contained, Mr. Weinstock said: "When one says he has done attending political meetings, he says he has no more interest in the welfare of his country." While no nation asks less, or pays more for public service, we do not find in public life men chosen for their merits; nor is it true that state and municipal affairs are administered with the same economy as private enterprise. This arises from a failure in our best citizenship. Schools should teach that the omission of a political duty is as serious as the commission of a political wrong. "A school that sends forth a bright scholar, but a poor citizen has failed to secure the interests of free government."

"Our Work as it Should Be" was the title of a very sensible and practical address by Job Wood, Jr., Superintendent of Monterey county, which was characterized by the sturdy ability to deal with difficulties that has been shown by this gentlemen throughout the session. It will appear in the JOURNAL at another time.

The address abounded in useful suggestions, and was frequently applauded.

A discussion by County Superintendents followed, opened by J. W. Linscott of Santa Cruz. He said there was no grander class on the face of the earth than the noble men and woman who are doing the teacher's work to-day. He pressed the necessity of acquaintance with the School Law, the duty of teaching good citizenship, and the floating of an American flag over every school house.

Superintendent P. M. Fisher of Alameda county followed, paying a glowing tribute to the members of the profession, and defending them most eloquently from the charge of indolence and unprogressiveness, made by Mr. Kennedy of San Francisco. His remarks, which were both witty and eloquent, were highly appreciated by those who had heard the paper he referred to.

Superintendents Job Wood, Jr., Madison Babcock and others followed, while the lateness of the hour compelled the President to call for the report of the Committee on Resolutions, which was as follows:

*Resolved*, First—That the thanks of the Association are due to the various railroad and steamboat lines for reduced rates. Second—

To the managers of the Pacific Grove for the use of the beautiful and commodious chapel as a place of meeting. Third—To the First Vice-President of this session, Mr. D. C. Clark of Santa Cruz, for his intelligent zeal in securing speakers and his impartiality and courtesy in the chair. Fourth—To the Secretaries, Miss S. C. Jones and Miss M. E. Crowley, who kindly and ably performed the duties of their office in the absence of the Secretary-elect. Fifth—To all those who answered to their names on the program and to the volunteers who contributed to our entertainment and instruction.

*Resolved*, That in recognition of the interest of this Association manifested in kindergarten work, the chair shall appoint a committee of five, consisting of Superintendents of cities and counties where kindergartens are found; that it shall be the duty of the committee to ascertain by such means as will be most efficient, the experience of their teachers with kindergarten pupils entering the primary grades of the public school, the Chairman of the Committee to report the result at the next regular winter session in Los Angeles.

*Resolved*, That special attention of Superintendents and teachers be called to the importance of the seating of pupils and the lighting of school rooms with a view to the promotion of physical comfort and the preservation of physical deformity; that because of the influence of a lack of physical training upon mental power, we favor in school such a program, and out, such recreations or pursuits, as will tend to develop the whole being, producing a sound body as the temple for a sound mind.

*Resolved*, That this Association emphasize previous declarations in favor of the inculcation of a sound morality in the public schools; that we are convinced that this sound morality can best flow from a temperate life. We therefore hail with satisfaction the legislation of the State that calls for scientific temperance instruction, that we pledge, as far as lies in our power, a faithful and wise performance of our duty in this direction.

*Resolved*, That we feel that the summer sessions of this Association can be made a success; that the program should be short, and that there should be but one session a day, affording opportunity for entire rest and the enjoyment of the natural attractions of forest, beach and sea that such a resort as Pacific Grove affords; and that we heartily favor a summer session to be held at this place in 1890.

*Resolved*, That the thanks of this Association are hereby tendered to Mr. Job Wood, Jr., County Superintendent of Schools of Monterey county, for his punctual and regular attendance at these sessions; for information given by him relating to the accommodation of this Grove and the delightful places of resort in its vicinity; and for valuable information given the officers, that the session might be a success.

*Resolved*, That the thanks of the Association are hereby extended to the *San Francisco Chronicle*, *San Jose Times*, *Oakland Tribune* and

*Enquirer* and PACIFIC EDUCATIONAL JOURNAL for their able report

Signed,

P. M. FISHER,

JOB WOOD, JR.,

J. W. LINSBOTT.

There being a small surplus in the treasury, \$5 apiece was voted to each of the Assistant Secretaries, who had been unfailing in their labor and attendance at the sessions.

The Association voted to recommend P. M. Fisher, Superintendent of Alameda county, as the President of the next summer session, and after a motion made by Mr. Babcock, to avoid invidious distinctions, that all the papers presented before the Association be furnished to the EDUCATIONAL JOURNAL, to let the editor select such as he desired to publish, was carried, the Association finally adjourned.

While the absence of many was much disappointment to those who had worked hard to get up the program, still had they all been present it would almost have been an embarrassment of riches. The papers presented were all bright, able, and out of the usual stereotyped style of Institute addresses, in a very marked degree. With but one exception, they indicated a healthy professional pride; but, perhaps, the most noticeable feature was the emphasis laid upon the value of good citizenship and the intense patriotism which was a prominent characteristic of the majority of the papers.

OUR young workers should remember that a very large proportion of the most successful and illustrious men whom this country has produced, were not college-educated men, and some of them did not even have the advantages of a common-school education. Ten of the twenty-three Presidents of the United States, Washington, Monroe, Jackson, Van Buren, Taylor, Fillmore, Lincoln, Johnson, Grant and Cleveland; two of the Chief Justices of the Supreme Court of the United States, the great John Marshall and John Rutledge; ten of the Chief Justices of the Supreme Court of Pennsylvania; Benjamin Franklin, Patrick Henry, Henry Clay, Washington Irving, John Greenleaf Whittier, Horace Greeley, Thurlow Weed, James Gordon Bennett, John Sherman, Allen G. Thurman and hundreds of others, whose names are part of the history of this country, had none of the opportunities which you are enjoying. And probably not one in ten of the self-made millionaires of this country, the bank presidents, the merchant princes, the railroad kings, the great financiers, or the responsible editors of our great newspapers, ever were inside of the doors of a college.

## EDUCATIONAL PROGRESS IN THE SOUTH.

With one or two exceptions the condition of the finances in Southern communities has not warranted the expenditures for educational purposes that have been the rule in other sections of the country, and, for this reason if for no other, the progress made in eliminating illiteracy since the last census has probably been slower than in most other localities; but there is no denying that good progress has been made, and very gratifying progress at that. The public schools in all the Southern States have been improved and the system extended, while there has been a very considerable increase in the attendance of educable children. This progress has not been confined solely to the schools of the larger communities, but has extended to the country schools. While at the date of the last census the school term in most of the rural districts was restricted to a couple of months at most, it now extends in nearly all sections through a sufficient scholastic session.

While there has been a vast improvement in the public educational system, there is noticeable even more gratifying progress in the matter of private educational establishments. Our colleges, academies, and universities have not only increased in numbers and in the attendance of pupils, but show also a gratifying improvement in the standard of studies.

In the matter of educating the colored people the most gratifying progress has also been made. This is easily seen in the vast increase in the number of schools devoted exclusively to the education of the colored youth, and in the very large attendance of pupils at these institutions.

All these indications, although they do not afford as definite statistical information as official investigation during the coming year will develop, nevertheless sufficiently show that very commendable progress has been made in the Southern States towards reducing the very high percentage of illiteracy that prevailed in this section at the date of the last census.—*New Orleans Picayune*.

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A BICYCLE engine has been tested at Portland, Maine, and experts who have seen it indorse the inventor's claim that it will revolutionize railroad travel. It is described as "simply a bicycle running on smooth steel and pushed by steam." From 500 to 600 revolutions or turns, equivalent to 150 miles per hour, are its piston speed and valve action. It is expected to take four cars, each seating eighty-eight passengers, 100 miles per hour if necessary.—*Outing*.

## State Official Department.

AUGUST, 1889.

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IRA G. HOITT, State Superintendent Public Instruction, : : : EDITOR.

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## TRUSTEES' ELECTION DAY.

*Q.*—Is the day of election for Trustees a legal holiday?

*A.*—It is not; but a teacher should receive pay for the day. Whether an extra day should be taught, to make up the time lost, rests with the Trustees.

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LAPSED DISTRICTS.

*Q.*—If the attendance in a district averages five or less for three months, does the district lapse?

*A.*—The intent of the law is, that, in order to lapse, a district must have an average of five or less, *each month*, for three consecutive months. The average must not be taken for the entire three months together.

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RENEWAL OF CERTIFICATE.

*Q.*—A certificate granted four years ago to a person under 18 years of age is now presented for renewal. Has the Board a right to renew such certificate?

*A.*—The certificate granted to a person before he or she is of the age of 18 years, is altogether illegal. Section 1704 of our School Law, is specific and there should be no evasion of its requirements. The certificate referred to is illegal and the Board has no right to renew it, or grant thereon any other certificate.

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TRAVELING EXPENSES.

The Attorney General has, since the last session of the Legislature, given it as his opinion that a provision for the payment of the traveling expenses of a County Superintendent of Schools, is not providing an increase of compensation, but a re-imbursement for moneys paid out. He says that Section 211 of the County Government Act, and Section 1552 of the Political Code, are to be construed together,

and that there is no conflict between Section 1552 of Political Code, as amended, and Section 211 of the County Government Act, as amended.

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UNEXPENDED BALANCE.

*Q.*—When an eight months' school has been maintained, can a part of the unexpended balance be used in purchasing a Webster's Unabridged Dictionary and stand?

*A.*—It is my opinion that if a school has no dictionary, the Trustees not only have a right to purchase one, but that it is their duty to do so. A dictionary is part of the *necessary furnishing* of a school.

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ATTENDANCE ON LEGAL HOLIDAYS.

*Q.*—On legal holidays, shall we count *no* school and *no* attendance, or shall we count school in session and attendance for all who were present the previous day?

*Q.*—Holidays should not be counted in the month. If, during the month of April you had *one* holiday, your month would consist of 19 school days and report should be made accordingly.

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PAYMENT FOR COUNTY CERTIFICATES.

*Q.*—Should the fee of \$2 be exacted from those applicants who desire certificates issued on Life, or Educational Diplomas, or other accepted credentials?

*A.*—*All* applicants for certificates, other than temporary, should pay the fee. Under our amended law, one-half of this money goes for the purchase of books by the County Superintendent, for a teachers' library (which, in my judgment, should be kept in the Superintendent's office and be under his control), and the other half helps to form the County Institute fund. The Committee on Education, when discussing this amendment, concluded that every applicant for a certificate ought to be willing to pay the money, in consideration of the worthy purposes to which it was to be applied.

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TEMPORARY CERTIFICATES.

*Q.*—Can a temporary certificate legally be issued on a County certificate of any Eastern State?

*A.*—No. Our law recognizes no such certificates.

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MEMBERSHIP ON COUNTY BOARD.

*Q.*—Can a person who has not resided in the State for a year, hold office in the Board?

*A.*—Section 841 of our Political Code explicitly denies the privilege of holding any civil office to any one not a citizen of the State and a year's residence is necessary to acquire citizenship.

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PAY AS ELECTION OFFICER.

*Q.*—Should a man be paid from the school fund for acting as election officer?

*A.*—There is no provision in our law for any such expense.

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CENSUS CHILDREN.

*Q.*—Some Census Marshals persist in considering children 4 years old, after they have passed the age of four, and also in considering children as seventeen years old until they are eighteen. Is it legal to enrol such children in the census returns?

*A.*—They should have arrived at the *full* age of five years before being enrolled, and they should be dropped from census returns if they are even *one* day more than 17.

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INSTITUTES FOR TEACHERS OF JOINT DISTRICTS.

*Q.*—In which county should a teacher of a joint district attend Institute?

*A.*—Generally in the county furnishing the greater number of pupils. But in special cases, the two Superintendents can form such an arrangement as they please for the accommodation of the teacher. But it should be well understood between them, *which* Institute the teacher is to attend.

*To County Superintendents of Schools of California:*—I beg to suggest that in preparing your program for your next County Institute, you have one day which shall be designated as "School Officers Day," when shall be discussed, "The Relation of School Officers and the People to the Schools," and all School Trustees and other school officers in the county, as well as the parents, shall be invited to attend and participate. In this way, the people and the schools may be brought into closer and more harmonious relations.

IRA. G. HORTT, Supt. Pub. Ins.

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OREGON.

It was our good fortune to be able to attend the session of the Oregon State Teachers' Association, held at Salem, July 1st-3d, and we felt that the acquaintances made, the uniform action gained concern

ing the educational standing of our sister State, and the pleasure of the trip, well repaid us for the time devoted to it.

We found at the meeting, a large proportion of the County Superintendents, a number of the Normal School teachers, and one representative from the State Agricultural College, besides a large number of the rank and file.

The papers read had been carefully prepared, indicated a high order of ability, and what was greatly to be commended, invited and received discussion, showing an alertness of thought and an independence of opinion that argued well for the character of school-room work.

The subject of Corporal Punishment was discussed at considerable length, the result being slightly in favor of it—when used with discretion, as a last resort.

The evening lectures, delivered by Col. Copeland of Pennsylvania, Superintendent Hoitt of California, and Capt. Woodruff of Vancouver, were largely attended and well received.

Superintendent McElroy is one of the most energetic and vigorous of school officers, never losing an opportunity of advancing the interests of his department and his State.

California teachers well remember the unbounded hospitality that was shown at the Oregon headquarters in San Francisco, on the occasion of the N. E. A. meeting last summer. Superintendent McElroy and thirty of his teachers also attend the Nashville meeting, taking an exhibit, and in every way showing the resources and progress of their "Empire of the North West."

With the appearance of the country we were greatly pleased. Thrift and prosperity and the stir of business showed all along the road; and by the way, one can never cease to wonder at the marvelous skill displayed in carrying a railroad over those Siskiyou mountains.

It is only by numerous tunnels, and "doubles" and loops, that the descent is made from the Summit into the Rogue River Valley. In one place, *three* sections of the road-bed appear, one directly under the other, apparently in easy climbing distance.

Altogether the ride from California to Oregon was charming. Comfortable cars, good meals at the various stopping places, fine weather and glorious scenery, left nothing more to be desired.

The Sacramento, the Rogue River and the Willamette Valleys each, in turn, presented its individual points of interest and beauty, making a continuous panorama of lovely views, brightened here and there by those grand old white-robed sentinels, Mts. Shasta, Hood and St. Helens.

After reaching Portland, if one will take a trip on the Upper Columbia, the scenery there will furnish a memory for a life time.

There is no doubt that mere words cannot convey correct impressions of the beautiful and grand in Nature, and it would take the most facile of pens to give even a faint idea of the beautiful shores of the Upper Columbia. The fantastic shapes of the rocks, sometimes appearing like battlemented castles, sometimes like cathedrals arched and spired, sometimes like lonely monuments, make one think that somewhere in the heyday of the world, the Titans may have used this for a playground and worked their wayward pleasure with these gigantic stone toys. The Oregonians are justly proud of their pines, their rivers, their mountains and the energy, which has brought their State forward so rapidly during the past few years.

Increase of population and business has, by no means, been confined to California during this time. Portland has a most prosperous and progressive appearance. Her school buildings are all fine, substantial structures, and her High School is as handsome as any in the East,—far surpassing anything else, in that line, on the Coast.

In many respects the interests of California and Oregon and Washington are identical, and the time will surely come, when their Empire of the West will form a glorious part of our most glorious Republic.

J. B. H.

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UNDER-SHERIFF HARLOW exhibited as the result of one of his recent cruises in the interest of entomology, a tarantula's nest, which constitutes a wonder of mechanical ingenuity. The nest was cut out of the earth and is about a foot long and seven or eight inches in circumference. It looks like a long chunk of red clay, but by shaking it, a little door, which before was imperceptible, flies open and discloses a long, round, cosy habitation. The walls are covered with an exceedingly fine, web-like substance, as soft and as glossy as satin and the interior side of the door is likewise coated. The building instinct of the tarantula is astonishing. The house is water-tight, and the door, which is roughly coated with clay on the outside, swings on hinges of ingenious construction.—*Exchange*.

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POOR human nature, what a contradiction it is! To-day it is all rheumatism and morality, and sits with a death's-head before it; to-morrow it is dancing!—*Horace Walpole*.

## Editorial Department.

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During the month of July several important educational conventions were held in the Eastern States and it may be of interest to our readers to know what subjects were discussed, as thereby they may be able to form some opinion of the general trend of educational thought.

First in order was the New York State Teachers' Association, held in Brooklyn, July 2d and 3d, at which papers were read and discussions had upon the following topics: "The School Library as a Factor in Education," by Principal George E. Hardy of New York City; "The Value of Music in Education," by Miss J. Ettie Crane of the Potsdam Normal School; "Critical Reading," by W. H. Maxwell of Brooklyn; "Kindergarten as Related to Primary Work," by Miss Caroline T. Evans; "Drawing as Related to Public School Work," by Prof. Perry of Brooklyn; "Manual Training as Related to Public School Work," by Henry M. Lepziger of New York City; and State Superintendent's Draper's address on "School Work in Great Cities."

During the week opening July 8th, the American Institute of Instruction held its sixtieth annual convention at Bethlehem in the White Mountains. The principal subjects considered were as follows: "Indispensableness of Historical Studies for Teachers," by Prof. E. B. Andrews of Cornell University; "Natural Science Studies," by Dr. W. T. Harris of Concord; "Experimental Methods in Science," by Prof. John F. Woodhull of New York; "Teachers' Reading," by Principal W. H. Lambert of the Fall River High School; "Industrial Education and Manual Training," by H. C. Harden of Boston; "Education of the Masses," by General Thomas J. Morgan; "The Dynamics of Social Progress," by Prof. Albion W. Small of Colby University, Me.; "Adjustment of Some Recent Tendencies in Elementary Education," by Superintendent James MacAlister of Philadelphia; "The Place of the Normal School," by Prof. A. H. Campbell of the Vermont Normal School; "The Political Functions of the Public School," by the Hon. Thomas B. Stockwell, and an address by Hon. Henry W. Blair, author of the famous Blair Educational Bill.

The Pennsylvania State Teachers' Association met in its thirty-fifth annual session, July 9th, at Altoona. The leading subjects discussed were the following: "The Training Teacher," by Miss

Sarah M. Row, of the Reading Training School; "District Supervision," by Superintendent G. W. Weiss, of Schuylkill county; "Industrial Education," by Rev. N. C. Schaeffer, Ph. D., of the Kutztown Normal School; "Industrial Education as a Prevention of Crime," by Major R. W. McClaughry, of the Huntington Reformatory; "The School Principal," by Principal G. D. M. Eckels of the Shippensburg State Normal School, and "The Present Condition of the Common School Teacher's Vocation and How to Improve It," by Prof. D. M. Sensenig of the West Chester Normal School.

Early in July the Ohio State Teachers' Association was held in Toledo. The more important topics under consideration were the following: "The Graded School," "Legislation for Country Schools," "What Shall We Teach?" "Promotions Without Stated Examinations," "Man with Two Brains," "Industrial Education," "Methods in Civics," and "Relations of the Institutions of Secondary and Higher Education Within Our State."

The Wisconsin State Teachers' Association convened in Waukesha the first week of July. They discussed "The Duty of the Hour," "Historical Work," "Literature Study in the Lower Grades," "Play as an Educational Factor," "Farm Study and Drawing," and "Manual and Industrial Training in Various Cities of the United States."

The State Teachers' Association of Kentucky considered "Recent Educational Literature," "Brief History of the Public School System," "Federal Aid for the Public Schools," "A Synthetic Method of Teaching Reading," "How to Secure Public Sentiment in Favor of Better Schools," "Grading County Schools," and "Teaching in Public Schools."

By reference to the May number of the JOURNAL our readers will see what subjects were on the program for the National Educational Association at Nashville, Tenn. One of the most prominent subjects for discussion was the industrial educational problem, which was to be treated both pro and con by some of the best thinkers in the country. At the present time we have received no report of the proceedings of this body and thus are unable to give particulars, but from the men who were arrayed on the two sides, we know there must have been an able and exhaustive treatment of the subject.

It will thus be seen that in the two important national associations and in four of the State associations of teachers held in July, the subject of industrial education occupied a prominent position. This indicates that the subject is to the fore and also that the public mind is in nowise settled regarding it. The reader of these papers and dis-

cussions is also impressed with the fact that the advocates of industrial education are not at all agreed as to what should be the objective point in its connection with a common school curriculum.

Another topic received considerable attention in these meetings : Reading, both for pupils and teachers. In these days of cheap books and a constant increase of the reading habit in both old and young, it is of the greatest importance that the public school teacher should fully comprehend the situation and be prepared to meet the responsibilities which such conditions lay upon him. This subject cannot be too widely discussed and we note with pleasure the fact that it is so often and so ably presented at teachers' conventions.

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AN important change has been made in the Girls' High School by the addition of Latin to the curriculum. There never has been any good reason for the discrimination which has been shown against the San Francisco girl. She should always have been given the opportunity of studying Latin if she so desired. But the Board of Education should have gone a step further, and have allowed her to study Greek if she wished to fit herself for certain departments in the University. It is true she may obtain the preparation for a classical education, by attending the Boys' High School. But why should she be obliged to go there? Why cannot both High Schools lead to the University? Let both have Latin and Greek Departments; and at least in the matter of educational advantages, as between the boys and girls, let there be equal rights. That country which provides for the higher education of woman has everything to hope for in its future, since the home training of the children will be entrusted to those whom education has made self-reliant, and who are mentally as well as morally strong.

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The Cogswell Polytechnical College of San Francisco has been leased by the City Board of Education for a term of three years, and will for that time at least, be a part of the public school system. Jas. G. Kennedy, late Inspector of Schools, with a competent corps of assistants, will have charge.

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Miss Lillie J. Martin, Vice-Principal of the San Francisco Girls' High School, was elected a member for six years, of the National Council of Education, at its late session in Nashville. An excellent selection.

THE SAHARA, as a whole, is not below sea-level; it is not the bed of a recent ocean and it is not as flat as the proverbial pancake over. Part of it, indeed, is very mountainous, and all of it is more or less varied in level. The Upper Sahara consists of a rocky plateau rising at times into considerable peaks; the Lower, to which it descends by a steep slope, is "a vast depression of clay and sand," but still for the most part standing high above sea-level. No portion of the Upper Sahara is less than 1,300 feet high—a good deal higher than Dartmoor and Derbyshire. Most of the Lower reaches from two to three hundred feet—quite as elevated as Essex or Leicester. The two spots below sea-level consist of the beds of ancient lakes, now much shrunk by evaporation, owing to the present rainless condition of the country; the soil around these is deep in gypsum, and the water itself is considerably saltier than the sea. That, however, is always the case with fresh water lakes in their last dotage, as American geologists have amply proved in the case of the Great Salt Lake of Utah. Moving sand undoubtedly covers a large space in both divisions of the desert, but according to Sir Lambert Playfair, our best modern authority on the subject, it occupies not more than one-third part of the entire Algerian Sahara. Elsewhere rock, clay and muddy lake are the prevailing features, interspersed with not infrequent date groves and villages, the product of artesian wells, or excavated spaces, or river oases. Even Sahara, in short, is not by any means so black as it is painted.—*The Cornhill Magazine*.

THE old dead oak tree at Waltham, Mass., which no less an authority than Prof. Alexander Agassiz said was 700 years old, has been cut down because it stood in the path of modern improvements. The tree, next to the one at Woodbridge, was regarded as the oldest tree on the Atlantic coast. The latter also was cut down a few weeks ago after a supposed existence of from 1,500 to 2,000 years, and is to be made into chairs for the Quinipiac Club of New Haven. Dr. Holmes has given it as his opinion that this tree was at least 1,800 years old, and Prof. Abbott, who examined the monster oak eighteen years ago, said it could not be less than 2,000 years old, while Prof. Eaton stands with these authorities by estimating its age from 1,500 to 2,000 years.

Mrs. K. B. Fisher, at the head of the English department in the Oakland High School, received honorable mention in competition for a fifty dollar prize, offered by *The Academy*, for the best essay on "English in Secondary Schools." The successful competitor was Oliver F. Emerson, of Ithaca, N. Y.

## Our Book Table.

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GRAMMAR MADE PRACTICAL. D. Wilson. 16mo, pp. 110, 75 cents. New York, C. W. Bardeen,

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This is more strictly than any other work of the kind a book of *language exercises*. "The use of language is controlled very largely by *habit*." Habit comes of careful training, long practice, constant usage, strict watch-care, repeated suggestion, *exercise* in thinking, and in the expression of thought. This is, therefore, a book of such *exercises* as will induce correct habits and lead to good usage. Much care is had in the arrangement of the lessons to secure constant freshness and at the same time to furnish repeated practice in every variety of exercise.

THE READING CIRCLE LIBRARY. No. 10. Ear and Voice Training by Means of Elementary Sounds of Language. By N. A. Calkins. New York and Chicago. E. L. Kellogg & Co. 50 cents.

Here is a practical, common sense book by a practical, well known, and learned man. This book will be to the young, enquiring teachers a blessing, because it tells them what to do in order to train children to hear and speak well. It is so simple that the youngest teacher can at once apply every sentence, and yet it is so thorough that the college professor of rhetoric could with benefit make it a pocket companion. Among the subjects discussed are Speech Training, Comparing the Sounds of the Letters, Vowel Sounds Grouped, Breath and Voice Sounds Grouped, Suggestions for

Removing Difficulties of Utterance and Impediments of Speech.

THE STUDENT SERIES OF ENGLISH CLASSICS. Webster's First Bunker Hill Oration. Edited by Louise Manning Hodgkins of Wellesley College.

Macaulay's Essay on Lord Clive Edited by Vida D. Scudder, Wellesley College. Published by Leach, Shewell & Sanborn, Boston and New York.

Accompanying the text in each of these books is a biographical sketch of the author, brief but terse, besides several pages of critical notes. Each is tastefully bound in cloth and in convenient form. We recommend them to those who wish their classes to study these authors.

PESTALOZZI; His Aim and Work. By Baron Roger de Guimps. Translated from the edition of 1874, by Margaret Cuthbertson Crombie. Published by C. W. Bardeen, Syracuse, New York.

No teacher of the present time can afford to be ignorant of the life and work of Pestalozzi. A man whose reputation is world-wide, whose work in the school room marked a new era in education and whose words are an inspiration to teachers of all grades must certainly have said and done much which will bear the closest study. This book has been a text in a training school for teachers for several years and is admirably calculated to lead the reader into the secret of Pestalozzi's fame. It should be carefully studied by every teacher.

#### BOOKS RECEIVED.

A Latin-English Dictionary. By C. G. Gepp, M. A., and A. E. Haigh, M. A. Published by Ginn & Company, Boston.

College Series of Latin Authors. M. Tullii Ciceronis Brutus de Claris Oratoribus. Edited with an introduction and notes by Martin Kellogg, Professor of the Latin Language and Literature in the University of California. Published by Ginn & Company, Boston and London.

Pages Choies des Memoires du Duc de Saint-Simon. Edited and annotated by A. N. Van Daell. Published by Ginn & Company, Boston.

The Beginners' Book in German, with Humorous Illustrations. By Sophie Doriot, author of "Beginners' Book in French." Published by Ginn & Company, Boston.

The First Three Books of Homers' Iliad, with introduction, commentary, and vocabulary. For the use of Schools. By Thos. D. Seymour Hillhouse, Professor of Greek in Yale College. Published by Ginn & Company, Boston.

Birch Dene. A Novel by William Westall, author of "Fair Crusader," "Her Two Millions," etc. Published by Harper & Brothers, New York.

## *The English Language: Its Grammar, History, and Literature.*

By Prof. J. M. D. MEIKLEJOHN, of the University of St. Andrews, Scotland.

Though published so recently, this book has already become a Text-book in twenty colleges, among them Bates, Rutgers, and the State University of Alabama, Iowa, Kansas, Missouri, etc.; in such Preparatory Schools as Phillips Exeter, N. H., St. John's School, Manlius, N. Y., Penn. Coll. Preparatory School, Gettysburg; and in such High Schools as

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PRICES:—*English Language*, \$1.30; *Subdivisions bound separately*; *English Grammar*, 80 cts.; *English Literature*, 80 cts.; *History of the English Language*, 30 cts.; *History of English Literature*, 40 cts.

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## *TO WHAT END SHOULD HISTORY BE TAUGHT?*

It has seemed to me, in the consideration of the subject of History, that the teacher should have three important ends in view:

First.—The mind of the student should be so directed that he may better understand his relations to his country.

I never met any people who felt called upon to apologize for their birthplace, except Americans. As far as my experience goes, the canny Scot and the jolly Teuton, the revolutionary Irishman and the solid Englishman, are all proud of their nationality and quick to resent even a fancied slight to their native land—aye, even the Chinaman thinks China the celestial kingdom, and the rest of the world outside barbarians; it is reserved for the American, alone, to tread his native soil as if on sufferance, and to hasten to find some root in his family tree that shall reach over into Europe and redeem it from the stigma of being nourished by pure American sap. Ah! when the permanence of our American Republic is given over into the safe-keeping of men whose hearts are in their native country, and only their *pocket-books* in the United States, woe to our land in her time of need! I would have American history so taught to our boys and girls, that everyone in whose veins runs undiluted, the blood of the patriots of a century ago, shall be prouder of that than of "all the blood of all the Howards." I would have them taught that the honor of a mother who bore Washington and Lincoln and Grant; whose benevolence is wide enough to welcome the whole world to her privileges of commerce, citizenship

and education, and whose energy is great enough to overcome all obstacles and to place her in the front rank of the nations in less than a century of existence—that this honor lies in the keeping of the youth of to-day; that it is a solemn, sacred, and glorious trust. And if the American Eagle should flap its wings and crow a little loudly, here at home, I shouldn't find any fault; we haven't had quite enough of the voice of that amiable and delightful bird in our politics, lately.

But to understand history, the student should not deal with detached facts; the bits of glass in the kalaidoscope seen separately, we recognize as pieces of glass, admire the rich color, perhaps, and that is all; it is only when we see them together that we realize that so they form a regular and beautiful figure, of which each is a necessary part and that the successive revolutions will present the same piece in a new design and with a new aspect, because in a different combination. A chain, of which certain important events are the links, should be formed, that the student may trace from the beginning, the causes, growth and development of the important factors and forces that have produced the United States of to-day. He should be taught the methods and reasons for the acquisition of territory, until the narrow ocean-bordered strip on the Atlantic Coast stretched to its westward limit, satisfying the prophetic terms of the grants to the early colonists—"Westward to the Pacific Ocean;" should be taught to see how the seeds of liberty planted by the Puritans, grew and bore fruit, until, aided by political complications in England, they produced the Revolutionary War; to understand how the little cloud no bigger than a man's hand, that floated across the sky at Jamestown, increased in darkness, overshadowing all our land, how ineffectually the various politicians tried to stay the gathering storm, how causes apparently far remote—the Mexican War, the discovery of gold in California, the invention of labor-saving machinery, the Railroad system—all conspired to bring on the fearful thunderbolt of the Civil War. The transportation system should be seen, from the first debate over the desirability of grants being made for internal improvements until steam has spread a mighty net-work, holding men, money and land in its iron net. The tangled threads of the tariff should be noticed helping, or hindering domestic prosperity, from the time we first began to manufacture, and the student should be trained to decide, if possible, to which strand of the rope he intends to hold. The changes of the political parties should be presented consecutively to the mind, and the truth that a party platform ought to be but the formulation of a desire for the furtherance of some principle that shall bring good to the

whole country, and that making it subserve to lower purposes or private ends is dishonorable, should be firmly inculcated.

To the end that these and kindred subjects may remain in an unbroken line of evolution in the mind, no stress should be laid upon facts and incidents which cannot by association, cluster around and depend upon links of a chain. In some classes which I have visited, I have been reminded of the story of the little boy who was noticeably fond of sacred history and, also, noticeably careless about putting in their places his overcoat, umbrella, etc. One day when his mother reminded him, with some asperity, that not one of his winter paraphernalia was in its right place, he exclaimed, reproachfully, "But, mama, you know a boy's mind can only hold just so much, and if I keep my over-shoes, rubber-coat, umbrella and all those things in my head, they will crowd out Moses and the Red Sea and the Children of Israel!" We must not allow the decisive steps in the history of our country to be dimmed, or obliterated from our mind by a cloud of comparatively isolated and unimportant occurrences; for it is only when we clearly see "What anvils rang, what hammers beat, in what a forge and what a heat were shaped the anchors of *her* hope," that we shall adequately value our birthright, and, recognizing the nobility of the men to whom love of country was more than ease, pleasure, or personal gain, shall treasure as our proudest heritage a country born of the divine principles of "Liberty, Equality and Fraternity," sustained by patriots' prayers, and nourished by patriots' blood.

In the second place, the student should be so taught that he may better understand his relations to his fellow-man.

Emerson says: "The student is to read history actively, not passively; to esteem his own life the texts and books the commentary. Thus compelled, the Muse of History will utter oracles as never to those who do not respect themselves. I have no expectation that any man will read history aright who thinks that what was done in a remote age by men whose names have resounded far, has any deeper sense than what he is doing to-day." In these days of the telegraph and the newspapers we have the doings of the uttermost parts of the earth, served up fresh, daily, with our breakfast. We flavor our coffee with the latest murder, and season our matutinal egg with the highly spiced details of the newest sensation, until our faculty of sympathy becomes blunted, and we cannot realize the humanity of those who pass before us as rapidly and unreally as the figures in a panorama. It is only when some great calamity overwhelms a community that the crust is broken, and we feel that the names flashed along the wires to us are

not mere abstractions, but represent warm, palpitating human hearts that love and sorrow as we do, and one touch of nature makes the whole world kin." Mothers, pressing close their little ones, weep over the empty arms and aching breasts of the childless mothers they never saw; and husbands hold their wives with a tenderer clasp because of the other loved and loving ones who will never meet till the graves give up their dead.

It will be impossible to get the highest good to the scholar from history until a sense of the brotherhood of man has been awakened in him, and he is taught to feel that he, himself, is making history to-day; that in no wise did the great men of the past differ from him, except in the circumstances which called into play certain forces of character. I have found a study of contemporary history to do a great deal of good in this direction, not confining our attention to the United States, but carrying on continuously, outlines of the principal events in the leading European countries and getting acquainted, as far as possible, with their most prominent statesmen. That this may be done, biography is most essential in connection with a course of history; not that biography which has for its beginning and ending the dates of birth and death, with a thin frame-work of parentage, education and marriage connecting them, but such facts as will make us acquainted with the man, himself, with his weaknesses and his nobility, with his likes and dislikes, his friendships and his peculiarities, so that we can feel to have bridged the years of the past, and talked with him as friend to friend. The imagination is one of the most valuable aids in this direction, enabling one to put himself on the stage where the great dramas of history are being played, and to say with the author of *Dreamthorpe*, "I breathe the morning air of the world while the scent of Eden's roses yet lingers in it, while it vibrates only to the world's first brood of nightingales, and to the laugh of Eve. I see the pyramids building. I hear the shouting of the armies of Alexander; I feel the ground shake beneath the march of Cambyses. What kingly pomp, what processions file past, what cities burn to heaven, what crowds of captives are dragged at the chariot wheels of conquerors! I am a Roman Emperor when I look at a Roman coin. I lift Homer, and I shout with Achilles in the trenches." In the class of one of the most successful and most interesting teachers of history I have ever known, the lesson was recited in connected narrative form by the pupils, without any detached answers to abrupt questions, and the present tense was employed almost exclusively. At one time, a difference of opinion occurring as to the sincerity of a certain

statement, which Cæsar made, party feeling appeared to run so high in regard to the respective merits of Cæsar and Pompey, that it was evident that for forty minutes, at least, the class had left America and the nineteenth century, and were treading the Roman political arena of 50 B. C.

The question, "What good has the study of history done you?" was once asked of a senior class. It was surprising to find how many, in answering it, expressed in one form or another, the idea that their greatest gain was found in a better appreciation of the nobler qualities of humanity, past and present, and in the development of a greater patience with the men of to-day, considering themselves, lest they also be tempted. It was not the statistical facts, not even the overturning of empires, or the marshaling of mighty armies, or the moving of queen and pawn on the chess-board of politics, that had given them what they might use in forming history in their turn. All these were important only as they affected the welfare of the people; for it was the *men* of history whose words were still an inspiration, whose lives incited to noble deeds, whose warmth kindled a flame in the hearts of those boys and girls, so that they reached their hands across the gulf of time and called them "Brothers."

Realizing our common humanity with the men who made history in the past, we shall more clearly see the links that bind in a union that may not be broken, the men of the present. No one with a mind broadened by the generous view necessary to a proper comprehension of the subject, can limit his world to his little personal circle of gain or loss, can imagine that his actions affect only himself, and can harden his heart against his fellow-man, saying, "What have I to do with thee?" History levels class distinctions; the fisherman occupies the throne of Naples; the little Corsican overthrows empires; the shepherd lad reigns over Israel; the grand-son of Louis the XV dies on the scaffold, while the lowest of the people rule. The Magna Charter, the Interregnum, the American and the French Revolutions—the latter one of the most terrible examples of human retribution recorded—the Russian nihilist of to-day teach, so plainly that only the most careless can mistake, the truth that violations of the great law of brotherhood will sooner or later bring their own punishment; that the forces of oppression slowly but surely shape by their iron blows the instruments for their own destruction. Would that history might be so read that the terrible lessons of the past need not be repeated, that men might no more see in their brother only an instrument to minister to their pleasures or to augment their gain, but that all of God's creatures might be granted

their birthright of "life, liberty and the pursuit of happiness" sounding down to us through all history we might hear the voice of the Savior, "Therefore, whatsoever ye would that men should do to you, do ye even so unto them."

Lastly, the student should be so taught history that he may better understand his relations to God.

Perhaps the worst fault of our youth of to-day is irreverence. The American boy imbibes with his mother's milk a sublime confidence in his ability to control his own affairs and to manage those of the rest of the world. This natural trait of the average American is intensified by the many books written for boys, in which a boy is the central figure to whom mature men and women yield homage as a superior individual who performs the functions of a sort of earthly providence to all distressed maidens, insolvent business men, perplexed statesman, or endangered armies; whose attempts never fail, and whose most disrespectful speeches are listened to with attention and obedience. Such books flood our school libraries and are found even in some Sunday Schools. Next to the literature positively immoral in tendency and language, I would here denounce that class of books to which I have referred as the most dangerous and pernicious influence against which the educators of youth have to contend. Our boys are trained by them to form an entirely false estimate of their own importance and their true relation to those in authority over them.

To counteract this tendency, nothing is better than to bring the student to see God in history.

When we look at a large oil painting, one of Hill's for instance, a very close observance will show us only dabs, touches and smears of color, without form, and to the unpracticed eye, without design, and we say, "There is no especial object in this work, the colors have been thrown hap-hazard on the canvas." But, as we recede, the colors arrange themselves, the outlines soften and mingle, and one after another we trace the forms of objects, until, at the proper distance, the mountain monarch is plainly seen, his sides glistening with the glacial flow and his head crowned with the snows of past centuries. So it is with current history; we stand too near the picture to see the design, or to judge accurately, the characters. We do not know the men of this generation as they will be known, even fifty years from now. America's hundred years is not a long enough time for us to appreciate causes and effects; we are just beginning to see the salient points, and to lose sight of the cloud of minor details that bewildered us and confused our judgment. We cannot realize that the little thread of life in

which we are most exclusively interested is being woven into a great design and that we are intentionally guided in certain directions that the pattern may be complete.

But we are sufficiently remote from the history of the past to read on its canvas the hand-writing of Him to whom a thousand years are but as a day. To trace the operations of unlike and widely dissevered causes until he sees the results commingling and tending toward one common end, and that end the working out of God's purposes, teaches the student, as no words can do, man's littleness and impotence. How wonderfully, in the opening up of new enterprises, are obstacles removed, even to the extinction of people! How plainly is shown the hand of God in the spread of the religion of our Lord Jesus Christ, making even the wrath of man, falling heavily on the early Christians in persecutions and banishment, to praise Him by disseminating the precious seed far and wide. Studying history as only it can be studied, broadly and comprehensively, we shall see that in spite of man's power and wisdom, in spite of his invincible Armada, and of his Tower of Babel, God's plans move steadily on. Cities are built whose towering edifices glisten with gold and silver, the masts of whose shipping are like the trees of the forest, and yet the coyote and the owl shall make their nests in the streets and even the name of the nation shall be unknown. Let Egypt, Greece, Rome and Spain attest that God reigns. Truly has the historian of the French Revolution said, "History is a voice forever sounding across the centuries the laws of right and wrong opinions alter manners change, creeds rise and fall, but the moral law is written on the tablets of eternity. Justice and truth alone endure and live." If we would not have the characteristic irreverence and disregard of constituted authority grow with the growth of the boy, until it becomes infidelity and lawlessness in the man, we must—I repeat it fellow-teachers—we must teach that man is but as a grain of dust in the hands of the Mighty Ruler of the World. We must show that the decrees of God are unchangeable; that any infraction of His just and righteous laws is visited with a sure and awful judgment in the individual and far more terribly in the nation; that no community or institution which man, in the pride of his butterfly life, has reared and called eternal, disregarding the Supreme Rulership of God or openly defying Him, has been perpetuated; that the possibility of good citizenship and fraternal benovolence depends upon the acknowledgment of the authority of the Creator.

How can we so easily teach these lessons as in the one study which deals with men in their communistic relations? How fearful is the

responsibility of that teacher who fails to implant in the minds of pupils those principles which alone can save our Republic from slipping upon the rocks and sands of the future! For, I say that against the great tide of rationalism and infidelity that is pouring in upon us from Europe, our only safeguard is our public schools. There pupils of all nationalities meet and the teacher is obliged to teach all alike. There without any sectarian or religious teaching that might wound the tender conscience of even the most sensitive politician, can be given those lessons which the child will not get in his home. There, in a perfectly legal way, infidelity and atheism can be confronted with the incontrovertible evidence of history that only, "blessed is that people whose god is the Lord." It does not need that I should plead for this with the teachers of this State; but I can see so plainly, underlying the other dangers to our nation, the growing disposition among our young people, boys especially, to disregard God's claim upon their obedience and respect, to flaunt abroad as manly and liberal in our High Schools and Colleges a scorn for the teachings of the Bible as old-fashioned and narrow, that I feel that the teacher should, in all work, but especially where God has written his laws, objectively, in the world's history, show that only is a man a good citizen, only is he liberal and benevolent, only is a nation safe, when God is honored.

FANNIE M. PUGH.

### KNOW THYSELF.

The full capacity of the lungs is about 320 cubic inches.

The human skeleton consists of more than 240 distinct bones.

About two-thirds of a pint of air is inhaled at each breath of ordinary respiration.

Each perspiratory duct is one-fourth of an inch in length; of the whole, about nine miles.

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A man breathes eighteen times, and uses 3,000 cubic feet or about 375 hogsheads of air every hour of his existence.

The average man takes five and one-half pounds of food and drink each day, which amounts to one ton of solid and liquid nourishment annually.

*PHYSICAL VERSUS MENTAL CULTURE.*

I do not wish to be understood by this announcement that I do not believe in the encouragement of mental culture, or that I think the physical, superior to the mental, in its workings in the world's economy; but that, in our present educational system, it becomes a question in my mind if we, in this country, are not, in our public schools, and in our homes, deteriorating our race by an irrational neglect of our physical and an undue cultivation of our mental organizations. I take the ground that there is no intellectual capability without a physical basis through which to work. This will be found true of races as well as of individuals, and the development of races from lower to higher degrees of intelligence. I also claim that, in the history of a nation or family, the importance of the nation or family will be marked by the physical condition of its members or inhabitants. History is replete with examples of this, as you are all aware. The most familiar are the Greek, the Roman and the Anglo Saxon races. There may be individuals who have great intelligence whose bodies are inferior, but they are usually monstrosities and their progeny idiots or cranks. It must be admitted that physical greatness or vigor always accompanies or precedes mental capability and soundness, and now I wish to show you why we are conducting our educational system improperly.

We live in a period of intellectual evolution. New occurrences startle us daily, wrought from the busy brain of man. More particularly does this apply to Europe and countries recently inhabited by European descendants, and to the Saxon more than any other race.

So rapidly does civilization change our environment that half a century in a new country like ours, may alter, in very many respects, our civil, social and our physical life. First of all nations our country, America, had universal schools, through which we became informed of the doings of men in ages past, which were more learned than ours, at that time; and through this general education came universal thought. From this thought came closer observation, and through this, the discovery and utilization of the forces, steam and electricity. All this occurred principally in a century or less—a little more than a man's life time. No wonder our grand-parents seem stupid to us. From the sleepy olden times, when men knew but little beyond a radius of twenty miles from their homes, to this wherein we are acquainted almost with the whole world, we are ushered. No wonder men's opinions are proven

ridiculous and their philosophies erroneous from year to year. ■  
 sooner do we form our theories from data or circumstances existing, than are they proven false from the new order of things. What is impracticable or improbable one day, may be practicable or probable the next. To-day we say that in the nature of things a country is not habitable, for the reason that the necessities of life can neither be grown or transported there, but to-morrow some one utilizes a force like electricity and our prophecy is proven. How useless to be guided by experience when a new sun, so to speak, rises on us daily.

And now I wish to make the application of this thought, and I want you to go back in the history of this country with me a century or so. Through the necessities and privations of the pioneer life of that time, our forefathers became illiterate to a great extent. Many could not write nor read, notwithstanding their foreparents were of the best European families. The grand sire of our illustrious countryman, Abraham Lincoln, and his brother bore different names, the latter calling himself "Linckhorn." When the Indian warfares ceased so as to permit the establishment of schools, there was a scarcity of persons who had enough education to conduct them, and the individual who possessed sufficient knowledge of this kind, was a prominent personage in the community. Such fortunate ones, became public, state and county officials, and were very greatly in demand. This furnished an incentive to young men, and soon the possession of an ordinary education became so common, that it ceased to be a pecuniary advantage. Then it became apparent that only those who were in advance and had received a higher, or college education, were in demand, and the opportunities and means of acquiring such were so scarce that a few enjoyed the monopoly. But after a while, colleges became so numerous as to make their attendance within the reach of almost anyone, and so it ceased to be a pecuniary advantage to be the possessor of a diploma from any college.

While these are the facts in the case, it should not all be ascribed to a monopoly of education, in the later day, that it availed so little to its possessor.

It may have been partly due to the fact that those who were first to get this college education had to intermit their study months with others of physical toil, and thus the equally balanced man was produced, neither all physical, nor all mental.

Some sturdy farmer who, with limited education, may have achieved considerable success in a profession sought, to give his son the opportunity he did not have; and, being in ignorance of the results

of exclusive mental training, to the exclusion of physical, put him in college young, raised him in indolence, so far as physical toil or training goes, and succeeded in producing a man much inferior to himself. The father had nearly all physical training and the son had nearly all mental. You see how mistakes are made in these times of ours by Americans.

We have but little experience as a class with affluence or leisure, and the attempt of the first generation, manifestly must be a failure. As a class of men who have lived simple rural lives for several generations, but little should be expected of us regarding the way our children should be raised in a city. A farmer's son who works six months of the year at home, could not be over-schooled. It is possible that nine months' schooling is not too much for a strong boy, providing the remaining three were usefully spent at physical work. But ten months' school for a boy or girl, if the vacation is spent in idleness, is simply homicidal.

The great men and women of this nation have been educated on, or from, the farm, or from some state in life, requiring physical exercise or toil. They first had a physical training and if not perfect, at least it served the purpose of promoting vigorous bodily growth, while the brain was quiet.

The question how best to educate the sons and daughters of the inhabitants of a city, or of those whose fortunes are such as not to require the assistance of their offspring to maintain the home, and who desire to cultivate them in a way to develop into the best, healthiest, and most useful members of society, I will try to answer.

This, you will see, is a very broad question, and admits of a great deal of latitude, or variation, in order that it suit the circumstances, environment, or whims of the individual.

Right at the outset, I will affirm that physical degeneracy is sure to induce moral infirmity. The existence of bodily health is essential to mental soundness, and almost any perversion of mind may lead to immorality. Legislators may create laws imposing penalties on criminals, priests and preachers may teach morals and make offerings of rewards and punishments in the world to come, but the root of immoral tendency of the human mind will not be reached. This can only be done by improving the physical condition of the growing man.

But you, as teachers, are not held directly responsible for the moral education of those intrusted to you. Our educational system is sustained, and you are employed as its executors, for the purpose of storing the minds of the young with knowledge that is thought to be

useful, and developing their intellectual functions. Now the question arises, if this system, as carried on, is as efficient in its ultimate results as it ought to be. I claim that the child who attends school months of the year, with no employment to cultivate or put in use his physical, will, in the end, so far as it prepares him for the battles of life, be dwarfed in intellectual power. The trouble is that those who have in charge our educational system, are political bodies and have little knowledge of, or interest in, such affairs.

If there must be ten months of school each year, three hours should be the limit for close confinement, and the remainder be occupied with mechanical work of the useful kind, and in calisthenic exercises. The Greeks' schools, or gymnasiums, whose people became so noted for their physical as well as intellectual perfection, had some such curriculum.

I do not wish it to be understood that I hold the opinion that young, growing individuals could not be over-worked, physically. On the contrary this is as likely, almost, as that they be mentally over-worked.

Our forefathers often committed this error and now we go to the other extreme.

What we need in our schools, in case no physical work or training is practiced at home, is that we introduce into our system some practical way of supplementing it, and inasmuch as ordinary labor develops some particular parts of the muscular system to the detriment of some other parts, it will be found beneficial to choose exercises that favor growth of the parts which are deficient. This is what is meant by physical culture.

We would not wish to develop the muscular part of our organism unduly, but sufficient to induce a properly balanced form, and to enlarge the cavities in which are situated the important organs. In this way the individual is rendered more attractive physically, the standard of vital powers is raised so as to resist the invasion of disease, the appetites are rendered normal, thus favoring temperance, the brain receives nutriment through the exaltation of these vital forces and thus the mental powers made susceptible of greater cultivation and endurance.

F. CORNWALL, M. D.

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THE best of the banquet is taken above the plate, and "what is left does me the most good."

A. B. ALCOTT.

## SCIENTIFIC TEMPERANCE INSTRUCTION.

Having now taken a cursory but, considering its relative unimportance, adequate view of the physical and chemical properties of alcohol, also of its manufacture and compounds, we will begin in this paper a consideration of its effects on the various organs of the body with which it comes in contact.

Many valuable experiments have been published bearing on this part of the subject ; all that are suited to the minds of our public school pupils and to the limited amount of apparatus found in most of our schools, I shall give, making no further acknowledgment of their authorship than I do now, in stating that I claim little originality in these papers, but draw from every source within my reach.

Let it be remembered also, by all teachers who are following these experiments, that if they perform the highest good they were designed to do, they will at best be but supplementary to the real teaching of scientific temperance. Let them brighten up and illustrate your work if you will, but let them not *be* your work.

For this month's lesson we will consider the stomach and discuss the effects of alcohol upon it. A good physiological chart should by all means be in every school ; if your school is fortunately in possession of one, it is not absolutely necessary to obtain a real stomach, but it is better in both cases to bring into class the stomach of a pig, also the true stomach of a sheep, both thoroughly cleaned. Before touching on the effects of alcohol, carefully explain the anatomy of the stomach, its three coats ; its mucous inner lining, its gastric juice, its two openings ; illustrate as far as possible by means of the animals' stomachs you have before them.

Alcohol affects the mucous lining of the stomach, and also the pepsin of the gastric juice. In our first article we saw that alcohol has a great attraction for water, as was proven by an increased temperature when mixed with it ; this thirsty condition goes with it in its course through any unlucky stomach and blood vessels where an unwelcome guest, it has been sent, and from whatever it touches it demands a drink.

By extracting the water within its reach, it tends to harden and dry the delicate mucous membrane we are discussing ; to illustrate, let the child place a little with his finger on the lining of the mouth, and let him observe the hardened and puckery sensation due to its extract-

ing the water from the membrane. Furthermore, by its actions on the nerves, more blood than should be is sent to the capillaries of the inner coat of the stomach and a more or less congested condition follows. These conditions if kept up from day to day and from week to week, soon render the stomach totally unfit to perform its important function; it first resents its injuries by growing redder and redder, then finally breaks out in angry sores. All this is very forcibly and faithfully illustrated on a good physiological chart, but can not be conveniently shown except by pictures to a school.

The action of alcohol on the pepsin of the gastric juice, and its effects on digestion can be illustrated and will furnish the subject of this month's experiments.

Apparatus needed: the white of an egg in a glass tumbler, alcohol and wine or beer, strong hydro-chloric acid, one drachm pepsin, six or eight large test tubes or wide mouthed bottles, minced raw beef, a basin of water and an alcohol lamp or some other suitable arrangement for keeping the water at a uniform temperature of 98°.

Add two or three spoonfuls of alcohol to the white of the egg and after stirring a moment observe that it has turned to a stringy white mass. The white of the egg is largely pure albumen, and alcohol acts in just this way on all albuminoids wherever it comes in contact with them; differing in degree with the proportion of alcohol, but differing not at all in kind.

Make an artificial digestive fluid by adding one drachm of pepsin to six or eight ounces of water and hydrochloric acid which have been united in the proportion of one hundred parts of the water to one of the acid. Add alcohol to a small portion of this in a test tube and let stand a few hours in the warm water bath—the pepsin which is an albuminoid substance, will be precipitated in a stringy mass, just as we found it to be in the white of the egg, just as it is in the stomach when alcohol is taken into it.

Put into each of three test tubes some of the minced beef, and cover the beef in each with some of the artificial, digestive fluid, leave one so, into number two put a spoonful or two of alcohol, and into number three, wine or beer in the place of alcohol. Keep all three at a temperature of 98° in the hot water bath for nine or ten hours. Notice that the beef in number one is digested; in number two it is hardened, but not at all digested; in number three somewhat of a digestive change has occurred but not so much as in number one.

Your druggist will perhaps be able to provide you with liquid pepsin; it may be obtained by soaking the inside membrane of a pig's stomach in hydrochlorated water for forty-eight hours and filtering.

IDA. M. BLOCHMAN.

## SOMETHING MORE ABOUT SCHOOL TRUSTEES.

Unfortunately the April number of the JOURNAL did not reach me, but I, as a School Trustee, heartily endorse the sentiments of "O. P. Q." in July.

There is a bit of narrative attached to my connection with the "department." Owing land in Queen District, I visited the school and found a bright set of children in a small, dingy cabin, furnished with rough benches built so high from the floor that little legs were dangling from them independently in the air. The alleged desks were lop-sided affairs, made from three straight pieces of lumber, two up-rights for the base and one across the top.

"Sit here!" directed the teacher, arising and tendering me her seat—a something that might have been a chair at some remote period of civilization, but in the present reign of barbarism, a something of nails, ropes and bulging burlaps.

"What proportion of your children do you expect to reach maturity with any idea of order, regularity or beauty, and without deformity of body and mind? Why do you not demand suitable desks and seating accommodations?"

"I dare not! The trustees think we have everything needful." Ignorance is bliss and gives birth to a sweet complacency and gusto in civilizing intelligent people and opinions that are astounding.

The leading trustee was a man of criminal record, so I concluded to displace him.

The greatest results of the new Board's labors of a year are good desks, a clock (it seems odd to boast of a clock, but then for seven years there had been none), and an election voting a tax for a school building.

The school term, opened October 1, 1888, under the tuition of one who, having her faults like the rest of humanity, Trustees included, was a most excellent teacher. As the school house selection had been heretofore like the desks, a lop-sided affair, within hailing distance of the trustees' back door, several children had been cut off from school attendance by the great walk. Those entering school at advanced ages of 11, 12 and 13 did not know the alphabet.

Under the tuition of this teacher they actually leaped into knowledge. And yet, complaints poured into the trustees' ears (needless to say they were not disclosed to the teacher and were ignored by the

trustees.) For instance: "I don't approve of singing in school. I don't send *my* boy to school to sing, but to study; and all these monkey motions (shade of Delsarte envelop him) are worse than fol de rø and I shall forbid him to take part in them."

The teacher had but a San Francisco normal class certificate which at that time was good only until county examination was held. So at New Year's time the "deestrick" lost her, and a new teacher came, one who repeatedly declared she had no love for humanity and no love for children—one who compelled each child to sit motionless to speak scarcely above a whisper—one who nipped every bud of individuality—in short one of that old obsolete order of "prunes, prisms and plums." The contrast between the different epochs of the school term was vividly startling. The school was dead.

More than being a link to the dead past, the new teacher was addicted to the excessive use of slang, could not pronounce correctly and was sadly deficient in arithmetic. To the question: "The Erie Railroad has three switches of the following lengths: 3013, 2231 and 2047 feet; what is the length of the longest rail that will exactly lay the track on each?" She answered, after three days' trial, "1 foot, of course; what a silly example!" I was obliged to solve it for her. She was shown by my hired man how to compute interest at six per cent. and in examples demanding quadrupling, would add four times the amount to first number.

Said a second trustee: "We have a very poor teacher, but it is so close to the end of the term we will let it go."

Wrongfully this trustee refused to run again for the coming year, and in his stead, four votes (one of which he cast for himself), brought in the man who won't have any singing or monkey motions in the school; but who intends to see that we have such a school as he went to when a boy, and will visit the school every two weeks regularly, to see that his plans are carried out; who believes in jesting in the proper place; who carries his "umbril;" who is the servant of the "deestrick."

It is needless to add, that those who refused to see in the first teacher of the term one eminently qualified for the position she occupied—one who could teach in the broadest sense of the term—would recall her successor (who, justly, perhaps, had the greatest contempt for the people of her surroundings), simply to gratify a petty animosity against the "book larnin" trustee.

There is but one remedy for these gross errors that are depriving the children of their educational birth-right. Mr. Drake's suggestion that trustees should pass an examination, might do in some communities.

In this rural, agricultural region there would never be a trustee, as it is with great expense of physical and mental force the people read, or write their own names. I doubt, with all my ability to criticise others, whether I could pass one myself.

But where the school term lasts only eight months, almost the entire amount of the teacher's salary is a State appropriation. The State University and the Normal Schools are no more State institutions than the county schools. Deprived of its guardian it will always flounder about; sometimes growing slowly, oftener stagnating. Let the State exercise immediate control over its wards, and pass a law of compulsory education.

The people generally take no interest in the school election. No ambition, excepting that of making money, stirs their sluggish blood; a petty animosity shakes a few up once in awhile, but rarely. Election comes in haying time, and what does the education of ten or twelve children amount to, in comparison with the loss of an hour or two in the field? The hay is by far of greater importance. Until the State takes hold of the matter the position of county school teacher will not be desirable.

Unless she has a very rugged character, strong individuality, and great independence, no woman, especially a good-looking one, should ever apply for it, for the capacity of the envious man, woman and child to invent lies concerning her character, is appalling.

LOUISE A. LITTLETON.

### FATHER'S CHILD.

My little girl to-night with childish glee,  
 Although her months had numbered not twoscore,  
 Escaped her nurse, and, at my study door,  
 With tiny fingers rapping, spoke to me:  
 Though faint her words, I heard them tremblingly  
 Fall from her lips, as if the darkness bore  
 Its weight upon her: "Father's child." No more  
 I waited for, but straightway willingly  
 I brought the sweet intruder into light  
 With happy laughter. Even so some night,  
 When, from the nursing earth escaped and free,  
 My soul shall try in her first infant flight  
 To seek God's chamber, these two words shall be  
 Those that will make Him ope His door to me.

—R. T. W. Duke, Jr.

## CLIPPINGS FROM OUR EXCHANGES.

THE human soul without education is like marble in the quarry, which shows none of its inherent beauties till the skill of the polisher fetches out the colors, makes the surface shine, and discovers every ornamental cloud, spot, and vein that runs through the body of it.—*Mississippi Teacher*

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DID you ever see a child who would not return a smile? There may be a few children, but they are the exception, not the rule. The child-face is a mirror in which is reflected the face of him who looks into it, as its mind gives back the image of the one who is training it. Those in charge of children should not forget this.—*Mississippi Teacher*.

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I HAVE been told by a professor of mechanics in one of the foremost technical schools of the country that his worst pupils are those that come from manual training schools, where certain uses and processes had been taught to the neglect of school culture, mental and physical. I have heard a distinguished chemist say that the best scholars whom he had taught came from the college where intellectual discipline was insisted on, and not from among the youth who had spent their early days in learning some science or art, like that of the apothecary or the dyer.—*D. C. Gilman, in Monographs of the I. T. A., i. 8.*

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CHILDREN are very much what their teachers make them. I find plenty of deleterious and detestable influences at work, but they are influences of journalism in one place, in another influences of politicians, in some places both the one and the other; they are not influences of teachers. The influence of the elementary teacher, so far as my observation extends, is for good; it helps morality and virtue. I do not give the teacher too much praise for this, the child in his hands so appeals to his conscience, his responsibility is so direct and palpable. But the fact is none the less consoling, and the fact is, I believe, as I have stated it.—*Matthew Arnold*.

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THOMAS E. EDISON announced the other day that he is at work on a new invention by which sight as well as sound may be transmitted by electric wire. It seems, however, that a young German named Korzel has anticipated him. *The Centralblatt für Electrotechnik* gives an interesting account of an exhibition recently made by this gentle-

man, in which two of his instruments, in different cities, were connected with a telephone wire. The features of the persons standing at one end of the wire were distinctly seen in a glass plate at the other end, and the larger type in a newspaper held before the instrument in one city was easily read in the other. Everything seen was greatly reduced in size, but this was because the glass plates were small, this phenomenon being governed by the laws of optics and not those of electricity.—*Philadelphia Inquirer*.

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Great truths are dearly bought. The common truth,  
Such as men give and take from day to day,  
Comes in the common walk of easy life,  
Blown by the careless wind across our way.

Great truths are greatly won, not found by chance,  
Nor wafted on the breath of summer dream,  
But grasped in the great struggle of the soul,  
Hard buffeted with adverse wind and stream.

Wrung from the spirit in hard hours  
Of weakness, solitude, perchance of pain,  
Truth springs like harvest from the well-plowed field,  
And the soul feels it has not wept in vain.

—*Horatius Bonar*.

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PUPILS learn at a very early age the elementary sounds of the language. The teacher should give frequent drills on these sounds, both singly and in connection with words. It is probably best to give a drill on the words first, and then have the pupil articulate the sounds irrespective of the words. These drills may be useful also in giving training in pitch, by having pupils first give the pitch in such a tone as the teacher may request, then in a higher or lower tone, changing from one pitch to another. The drills may be made useful also in teaching force, movement, etc. A drill on the elementary sounds should usually be in concert. It will have to act and speak in harmony. The chief benefits of the drills are that they give flexibility to the voice and train the pupils to distinct and correct articulation.—*Raub*.

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IN looking over the rules and regulations of many of the County Boards of Education we find that a large percentage of them do not renew Primary Grade Teachers' Certificates, and by a singular coincidence it is found that in these counties they enforce the requirements of the very highest standard of efficiency, pay the best salaries, and, as a consequence, have the best schools. San Luis Obispo county has rules providing that applicants receiving Primary Certificates, with a

standing in the test branches of 70 per cent. and over, may at ~~any~~ <sup>ad</sup> time within one year obtain a Grammar Grade Certificate by obtaining the required standing in the four or five additional subjects; and holders of Grammar Grades may at any time obtain the Grammar School course in substantially the same manner. This would seem to be all that a live, progressive teacher—one who is desirous of keeping up with the progress of the times—could reasonably ask. California is prodigally liberal in her support of the public schools, and has a right to demand that the teachers come right up to the standard. This standard is not to be adjusted to the teacher, but the teacher to the standard.—*Superintendent Armstrong, in San Luis Obispo Tribune.*

If as a Teacher, wise, and strong, and great,  
 Into my life, then, you had come that day,  
 And bade me listen as to who should say  
 Things grand and sweet to help me bear my fate,  
 Full well I know I had refused to wait,  
 And from your side had darted quick away,  
 Not over-eager at your feet to lay  
 Homage for which all asking comes too late.  
 But listening you came, with eager eyes  
 Seeming to bend your head to catch my thought;  
 And straightway in my heart did there arise  
 Things brave and sweet to meet yours, so inwrought  
 With yours, I knew not, in the swift surprise,  
 Which was the Teacher, which the humbly taught.

—*Alice Wellington Rollins, in Harper's Weekly.*

Most of us understand a principle most thoroughly when its application is to be found in our own line of thought or work.

The members of a central high school, after a long debate, decided that the marking system was injurious and unfair, and petitioned the Principal to abolish it.

"We know," said the spokesman, "whether we have prepared our lessons or not; the record of an accidental miss may be misleading."

There was a baseball match impending, in which the whole school was intensely interested.

"Let us try it on the ball grounds first," said the Principal. "In the coming match keep no score. You will know whether you play well or ill, and as for errors, they are often purely accidental. Why record them."

The boys withdrew without another word. They could appreciate the illustration.—*Youth's Companion.*

WILLIAM FINDLAY, 1025 Arch street, Philadelphia, has adopted a novel method of awakening enthusiasm in schools. He believes we need more spelling *per se* in our schools. He has issued a leaflet entitled "The Renaissance of Spelling," in which he *challenges* every teacher, printer, or other person or persons; any school, public, private, or normal; any college, university, or like institution; any society, social, literary, or other respectable organization to spell against him.

His reason for issuing this challenge is a conviction that the processes of the so-called "new education" have worked disastrously to pronunciation and spelling. He says: "The spelling-book having been banished from many of our schools, there is no longer any incentive to the pupil to inform himself as to the correct dress of the words he uses." He reports a marked inability on the part of all classes to spell correctly the words in good and general use. The following ten words were recently given to a New England institute of teachers, and not one teacher spelled every word, while the average of correct spelling was below 60 per cent.: separate, inflammation, moneys, hemorrhage, conceive, erysipelas, raisin, trysyllable, suspicion, preferring.—*New England Journal of Education*.

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We of the mass are even less than names,  
 Since, riding o'er the wreckful sea of time  
 Like to the fragile nautilus, few fames  
 May come to anchor in that sunny clime  
 Where the heart's prophets with reward sublime  
 Are crowned forevermore. Yes, e'en our graves  
 Will be engulfed beneath the grassy waves  
 Of century-buried myriads, yet unborn.  
 What thought, then, like an amulet can be worn  
 Bright 'gainst the darkness of such general doom?  
 This—if no other; that each deed of grace  
 In the small circle of our personal space  
 To future harvests lends a surer bloom  
 And hastens the millennium of the race.

—Once a Week.

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THERE is a question that troubles a good many thinking people. If we look around we see, in spite of our general progress, that there is a restless state of mind. Every one can find examples of this if he looks about him. At a farm house lately, we found the only child, a son, had "gone to New York." Yet there was a beautiful farm, and his work in the city was handling trunks. This restlessness exhibits itself in various ways; there is a thirst for money, a desire for show,

and a neglect of morality and religion. We do not despond; we believe we are better off than they were a hundred years ago. But counsel the teacher to urge on the young men and women the value of homes, of being with their parents. To be willing to live plain and not despise labor. In former days there were found some men who probably meant well, that went around from school-house to school-house, telling the story of the boy who went from that town to New York with twenty-five cents in his pocket, and now is worth a million of dollars. His labor has borne fruit. There is a tendency to the cities in this State that is so marked, that it attracts attention. is a bad sign.—*New York School Journal*.

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DR. H. S. STETSON, President of the Baptist College of Moines, in a recent address thus testified in favor of the sufficiency of the English language: The five great literatures of the world are Hebrew, Greek, Roman, German and English. The question which arises is, Should any of these receive more attention than the others? Should we try to make ourselves familiar with all? In our colleges more attention is given to ancient literature. A young man or woman in school is so occupied with Pagan thought, so much of the time studies Pagan literature, that I sometimes wonder if this is a Christian land. At the end of seven years no wonder that young people tainted with infidelity. Justice is not done to the English. Much of this is due to a prejudice which rewards superiority to a thing because it is old. English is the only language we can ever master. It would be impossible to think or speak as a Greek, Roman, Hebrew or Chinese man. The English is the most mature literature, the most enriched. It is the fruit of the richest thinking of the world. It is the most richly blessed by others. Masters of the English have translated the masters of all literatures, and have reproduced the best in the best manner. Everything vital has been preserved.—*San Francisco Evening Bulletin*.

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DR. W. T. HARRIS, as United States Commissioner of Education is the right man in the right place. No other man occupies the same distinguished position in educational leadership, as no other American takes the same rank as an original thinker along philosophical lines. It is hardly too much to say that he is the only American educator who has thought himself out into the light upon every educational question, from both the practical and philosophical standpoint. He has read the most widely and critically in pedagogy and psychology

any man in this country. He is intimately acquainted with all the educational leaders East, West, and South. No man has so wide a range of experience, reading, and thought upon educational psychology, and he will administer the Department of Education upon a higher plane than has been known in any country. Though in no sense a politician, he is eminently politic; though a philosopher of the philosophers, he is one of the most practical of men; though viewing all educational subjects from the standpoint of psychology, he is a genius in the application of theory in practice. When Yale gave him the degree of LL. D., the President remarked that it was done as an honor to the college rather than to the man. It may be said that President Harrison has made this appointment as an honor to his administration rather than as a compliment to the man.—*Boston Traveller*.

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A well-known artist gave me some curious information the other day regarding the sources from which the color one finds in a paint-box are derived.

Every quarter of the globe is ransacked for the material—animal, vegetable and mineral—employed in their manufacture. From the cochineal insects are obtained the gorgeous carmine, as well as the crimson, scarlet and purple lakes. Sepia is the inky fluid discharged by the cuttle-fish to render the water opaque for its concealment when attacked. Indian yellow is from the camel. Ivory black and bone black are made out of ivory chips. The exquisite Prussian blue is got by fusing horses' hoofs and other refuse animal matter with impure potassium carbonate. It was discovered by an accident. In the vegetable kingdom are included the lakes, derived from roots, barks and gums. Blue-black is from the charcoal of the vinestalk. Lamp-black is soot from certain resinous substances. From the madder-plant, which grows in Hindostan, is manufactured turkey red. Gamboge comes from the yellow sap of a tree, which the natives of Siam catch in cocoanut shells. Raw sienna is the natural earth from the neighborhood of Sienna, Italy. When burned it is burnt sienna. Raw umber is an earth from Umbria, and is also burned. To these vegetable pigments may probably be added India ink, which is said to be made from burnt camphor. The Chinese, who alone produce it, will not reveal the secret of its composition. Mastic—the base of the varnish, so called—is from the gum of the mastic tree, indigenous to the Grecian Archipelago. Bistre is the soot of wood ashes.—*J. W. in Mississippi Teacher*.

At the meeting of the National Council in Nashville, the "Licensure of Teachers" was discussed by Aaron Gove, Dr. White of Ohio and several other prominent educators. George P. Brown of Illinois spoke as follows: "The question most important for this Council to consider is, What have we to suggest on the matter of the licensure of teachers that will tend to improve the teaching force of the country? There is, as has been suggested, a profession, but it contains very few members relatively to the great body of those who teach. What shall be the plan of examination by which these members receive their final papers admitting them to membership in this profession is of small consequence. They have earned their membership and are probably recognized as members, without regard to State examinations. But there is an immensely large class who are in the different stages of preparation for the teaching profession. What can the Superintendent and examiners do through their examinations to urge this class to better preparation for their work? I think that there is a slowly increasing recognition, from year to year, that something important can be done. The Superintendent first employs the examination to elevate the scholarship of the teacher. A majority of those who begin to teach are disgracefully ignorant of the subjects in which they are employed to give instruction. And yet every community within certain limits must furnish its own teachers of its schools. No other arrangement would satisfy the people. After the teacher has reached a certain grade of scholarship, then the Superintendents can cease to urge their point and can place a series of inducements before these teachers to make a more thorough study of professional subjects. The plan usually adopted is to excuse the teacher from further scholastic tests, provided he passes satisfactory examinations in certain lines of professional reading. By some such mode as this the examinations may become the means of elevating the standard of acquirements of those teachers who stay in the work long enough to be influenced by it.

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A CONTEMPORARY enumerates twenty reasons "why some teachers fail. It might as well give as many reasons why the central African savages are not civilized. Let us see why they are not. We quote some of our editor's items: "Too lazy," "no eyes to order," "make no effort to improve," "have no new ideas," "not polite enough," "read no papers," "do not study," "too self-conceited," "are not sympathetic," etc., etc. How applicable these points are! Now what must be done with those savages? Certainly not hurl such epithets at these at them. We might as well attempt to convert them with brick

bats or shot guns. *They must be educated.* The first fanning mill, taken to a certain tribe in eastern Turkey that raised wheat, was so admired that it was set up and worshipped. It never occurred to the benighted minds of the people to make others like it. Ideals are not bought, neither are they engrafted. They are like poets, *born*. Culture comes up from the seed and grows. Teachers, who do not know enough, have no order, have no new ideas, are not polite, too self-conceited, and are not sympathetic, *cannot be made over by lecturing.* The missionaries to central Africa do not commence by preaching, or scolding, or lecturing. There is something better. "What is it? *Practicing.* One teacher who is on the alert, is orderly, has new ideas, is polite, is a student, and is teachable and sympathetic, is worth more to a whole county than all the educational sermons that were ever preached since the flood of Noah. If you want somebody to do differently, *show him how the thing is done.* If you can get new ideals into his head and heart, you have done him good. You have lifted him up. "Ah," says he, "I see it!" Yes, he "sees it." This is the point, Superintendents and Principals. Do and be yourselves what you want your teachers to do and be. So, teachers, we say to you, do and be yourselves what you want your pupils to do and be.—*New York School Journal.*

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The following extract from an address by Rev. Dr. Mayo, at the late National Educational Association in Nashville, is worthy the most careful consideration by every friend of education in our country:

"I regard it the *foremost duty* of the good citizen in every party, class, or church, 'to see that the Republic receives no harm,' by crippling its young reserve; to demand that every man in public life shall be known and tested as the friend of sound education; that the people's common school shall be kept out of the hands of its enemies and made the best possible agency for the training of the citizen; that the schools everywhere shall cease to be a part of the political 'machine,' and that legislators shall do their best and leave the people free to do their utmost for the fit schooling of the young reserve. This is, to-day, the coming issue to which currency and revenue, tariff and civil service and suffrage are secondary. If education goes wrong, or is *neglected*, for the next twenty years, everything else goes wrong everywhere. If that goes right, everything goes up, all around.

Within the past seven years I have visited thirty American States, and I think I know the 'lay of the land' in this respect. I am no dreamer, no flatterer, no optimist, and don't believe any set of people,

anywhere, has 'put blinders upon my eyes,' so that I do not see the faults as well as the merits of every portion of our land. But say it as my solemn conviction, that there is no evil tendency, private or public, anywhere in this Union, that cannot be dealt with in the peaceful, gradual, persistent American way of fittingly training our youthful fifteen millions into God's reserve to 'hold the fort' for the high civilization."

Let our teachers and educators hold meetings, interest the people and clearly and distinctly define this, as "the coming issue."

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The soldier said as he was called to die:  
 "I am contented;  
 But tell my mother in the village  
 My sweetheart in the cottage,  
 To pray for me with folded hands."

The soldier's dead; his mother and his sweetheart,  
 They pray for him with folded hands.  
 They dug his grave upon the battle-field,  
 And all the earth was red  
 Wherein they laid him.  
 The sun beheld him thus and said:  
 "I am contented."

And flowers clustered on his grave,  
 And were contented there to bloom.  
 And when the wind would roar  
 Among the trees,  
 Then asked the soldier from his deep, dark grave:  
 "Was it the flag that fluttered?"  
 "Nay!" said the wind, "my gallant hero,  
 Nay, thou hast died in battle, but the flag  
 Hath won the day. Thy comrades  
 Have carried it away full happily."  
 Then said the soldier from his deep, dark grave:  
 "I am contented."

And then he hearkened to the wandering  
 Of herds and shepherds, and he asked:  
 "Is that the din of battle?"  
 "Nay!" they said, "nay, my gallant hero:  
 For thou art dead: the war is over;  
 Thy fatherland is free and happy."  
 Then said the soldier from his deep, dark grave:  
 "I am contented."

And then he hearkened to the lovers' laughter;  
 And thus the soldier asked:  
 "Are these the people's voices who remember me?"  
 "Nay!" spake the lovers, "nay, my gallant hero,  
 For we are they who never do remember;  
 For spring hath come, and all the earth is smiling;  
 We must forget the dead."  
 Then said the soldier from his deep, dark grave:  
 "I am contented."

—Carmen Sylva, in *Independence*

## DISTANCES IN ALASKA.

"When I sat at my desk in Sitka," said Governor Swinford to a reporter of the *Detroit Free Press*, "I was further from Attu Island, the westernmost point in Alaska, than I was from Portland, Maine. This may serve to give some idea of the prodigious distances of Alaska. But I can furnish a more striking one. If the capital of the United States were located in the center of the United States--that is to say, at a point equidistant from Quoddyhead, Me., and Attu Island, Alaska--it would be in the Pacific Ocean some 600 miles north by west of San Francisco."

It is, indeed, an almost boundless empire that Mr. Swinford has ceased to govern and that Fred A. Maynard has lost. Few people appreciate the colossal size of the Alaskan dominion of the United States. Even prominent public men are apt to regard it as a little fringe of frozen zone quite unworthy of their attention. William S. Holman once had this idea of Alaska. A couple of years ago, when Governor Swinford was urging the House Committee on Territories to report favorably on a bill to give Alaska something more than a semblance of Territorial Government, Mr. Holman said:

"Well, Governor, my idea is that Alaska ought to be made a county of Washington Territory. That would be the simplest way to dispose of the troublesome Russian purchase."

Swinford was mad in a minute. He promptly advised the great objector to go and buy some primer geography, and he never had the patience to discuss the matter with him again.

It has long been said that the sun never sets on the British Empire, but it is not generally known that it is equally true that the sun never sets on the domain of the United States. It is shining in the Aleutian Islands when it is the death of night on Martha's Vineyard. The United States laps nearly half-way round the world. It extends from 67 degrees west longitude to 169 degrees east longitude. Alaska has between 800,000 and 900,000 square miles of land surface, and a great water area. It is nearly as large as the United States east of the Mississippi.

Governor Swinford took a journey last summer of more than 10,000 statute miles without leaving his domain as Governor. He went on the United Steamship *Thetis*, which was placed at his disposal by the Secretary of the Navy. The journey occupied four months and five days, being much longer than the famous exploring expedition of Governor Cass, which played a part in the early history of Michigan.

## MODELING IN CLAY.

An outfit of five pounds of clay, a sharp jack-knife and one too will do many wonders. This tool is made out of a piece of maple eight inches long; one end make flat about one-half inch wide, from the centre gradually becoming thinner until it is as thin as a knife blade. From the middle slope down to the other end; hollow out the centre, then sand-paper until perfectly smooth.

If the clay is not used immediately after purchasing, put it in any sort of a dish and cover with a wet woolen rag, keeping the rag wet.

Now for the work. It is better to buy a plaster slab, which costs only ten or fifteen cents at any pottery, although this is not necessary, as a common board or marble slab will do. In the first place make a tile six by four inches and about one inch thick by kneading the clay until all lumps are worked out, then throw it on the slab to make the clay more compact. With a rolling pin roll until a little thicker than required.

If there should happen to be bubbles in the clay, prick them with a pin. Fill up the holes and make the tiles smooth by rubbing it with moistened fingers. Turn it over and repeat the operation. If it is now thicker than required smooth it down and with the jack-knife cut it to the proper length and width.

Take a leaf for a model, for it is better to work right from nature make an exact drawing of it, outline and veins, with the curved end of the tool. If the drawing cannot be done, a tracing may be substituted. Take the other end of the tool and cut this outline one-half inch deep and then with a jack-knife cut away the clay outside the leaf, smoothing down the new surface.

Make the depressions in the clay leaf as in the real one. Sometimes the finger will be sufficient, sometimes the curved end of the tool will be necessary. There will be always some finishing touches to add which the worker must see for himself.

When it is nearly dry put in a background by simply rubbing the curved end of the tool over it in strokes. If the leaf proves a success take it to a pottery, where for a few cents it can be fired. Otherwise it will crack and crumble away. If the leaf is unsuccessful the clay can be worked over and used again.

After a leaf or two have been made satisfactorily you can model flowers or make something useful as well as ornamental, such as match-boxes, ash-receivers and thermometer-holders, and, perhaps, after practice you will be able to model figures.—*Thyrza C. Williams, in Educational News.*

## State Official Department.

SEPTEMBER, 1889.

IRA G. HOITT, State Superintendent Public Instruction, : : : EDITOR.

## GRADUATION OF PUPILS.

My observations lead me to call the especial attention of County Superintendents and County Boards of Education to Subdivision *Seventh of Section 1771* of the Political Code. In those counties where the County Boards of Education have adopted systematic examinations for diplomas of graduation, the increased interest in the schools taken by parents and pupils, and the improvement made in school work, has been so marked that I most earnestly recommend that all County Boards pursue such a plan during the present year, and announce their purpose to teachers and pupils in their respective counties, to hold examinations for graduation at the close of the year, as early as possible. Such a plan will have a lifting power in the school work that cannot well be overestimated.

## SCHOOL LAWS

There appears to be an extraordinary demand for School Laws. I would call the attention of County Superintendents to the fact that this office is not authorized to furnish them for general distribution, but for the use of *school officers and teachers*.

## ORANGE COUNTY.

Orange is now enrolled as our fifty-third county. An examination for teachers has already been held. Mr. J. P. Greeley is the County Superintendent and Santa Ana the County Seat.

## CONTROLLER'S NOTICE OF G. S. C. FUND.

SACRAMENTO, Aug. 12, 1889.

HON. IRA G. HOITT, *Superintendent of Public Instruction*.

*Dear Sir*:—I am in receipt of your letter of the 10th instant, inquiring if there are any moneys in the State Treasury to be apportioned for the support of Grammar Schools (G. S. C. Schools.) In

reply I have the honor to report that the Legislature in making provisions for the support of Grammar Schools, provided for said support a tax levy upon the taxable property of the State. This levy will be made by the proper authorities in the tax levy soon to be made for the present year; and the money necessary for the support will be collected among the collections to be made by the various Tax Collectors next winter. It will therefore not reach the State Treasury until January, 1890, and no apportionment can be made until after that time.

Respectfully,

JOHN P. DUNN, Controller.

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ATTORNEY GENERAL ON TRAVELING EXPENSES.

SACRAMENTO, May 18, 1889.

Mr.....*District Attorney: Dear Sir:* In answer to yours of the 16th inst., I have to say that on May 10, 1889, the Attorney General gave the following opinion on the subject you refer to: "In answer to your first question in yours of the 8th inst., I have to say that this office has held that the Board of Supervisors can allow the County Superintendent reasonable traveling expenses; that Sec. 211 of the County Government Act, and Sec. 1552 of the Political Code are to be construed together, the traveling expenses allowed being not by way of compensation but simply a reimbursement." The above is an extract from a letter written to the District Attorney of Tuolumne County.

Very truly yours,

W. P. JOHNSON, Deputy Attorney General.

The above opinion had reference to Sect. 1552 before the amendment of the last Legislature. I see no conflict between the Section *as amended* and Sec. 211 of the County Government Act *as amended*.

C. A. JOHNSON, Attorney General.

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ATTORNEY GENERAL ON TRAVELING EXPENSES.

SACRAMENTO, June 20, 1889.

HON. IRA G. HOITT, *Superintendent of Public Instruction.*

*Dear Sir:*—In reply to the inquiry of Supt. — of — county, I have to say that the Attorney General has since the last session of the Legislature given it as his opinion that a provision for the payment of the traveling expenses of a County Superintendent of Schools is *not* providing an increase of compensation, but a *reimbursement* for moneys paid out.

Very Truly Yours,

W. P. JOHNSON, Deputy Attorney General.

## ATTORNEY GENERAL ON INCORPORATION OF A TOWN.

SACRAMENTO, May 29, 1889.

HON. IRA G. HOITT, *State Supt. Pub. Ins.*

*Dear Sir* :—Replying to the letter which you have sent to me for an opinion, I have to say that the town having incorporated as a town of the sixth class, becomes thereby a separate school district under Sec. 1576, of the Political Code. Such of the Trustees of the old district as reside in the new district are Trustees of the latter. As to vacancies they are to be filled by appointment made by the County Superintendent.

Very Truly Yours,

G. A. JOHNSON, Attorney General.

## ANNUAL ELECTION FOR TRUSTEES.

*Ques.*—Why was the election day for Trustees set for Tuesday instead of Saturday as heretofore? Much complaint is made regarding it.

*Ans.*—The complaint is general and the attendance of electors, in a large number of districts is wholly discontinued. The cause which led to the change is as follows: On January 14th, Assemblyman Tully of San Benito county, introduced a bill in which the election of Trustees was set for Friday. This bill was referred to the Committee on Education, who embodied the provision in the Educational Omnibus bill. The day was subsequently changed to Tuesday.

## DISPOSAL OF MONEYS REMAINING IN BUILDING FUND.

*Q.*—What can be done with money that was voted to be used for building purposes, when it is not needed?

*A.*—See an Act approved March 13, 1883; page 54. School Law.

## GRADATION OF SCHOOL.

*Q.*—If a school reports five grammar grade pupils, is it the duty of the Superintendent to grade such school as a grammar grade school?

*Q.*—It is the duty of the Superintendent to grade the school, but whether as grammar or primary, is left to his or her discretion. "One swallow does not make a summer" and five pupils do not necessarily make a grammar grade. If the school should be ranked as grammar it cannot be taught by a teacher holding a primary certificate only.

## RECOGNITION OF CERTIFICATES BY COUNTY BOARDS.

*Q.*—If a person from one county holds a First Grade Certificate has the County Board of another county the power to grant a Grammar Grade to applicant if he passed in the additional studies required?

*A.*—Under the law, a Grammar Grade and a First Grade Certificate are equivalent; and according to Sec. 1775, Political Code, a County Board has the privilege of issuing a Grammar Grade Certificate upon a First or Grammar Grade of another county, if they wish to do so.

## LIBRARY FUND.

*Q.*—Can the library fund be used to pay for an organ for the school room?

*A.*—It cannot legally be used for this purpose. Supplies for the library *must* be recommended by the City or County Board of Education before they can be purchased. These supplies are limited to *school apparatus* and library books. An organ cannot be considered as school apparatus.

## COMING TEACHERS' INSTITUTES.

Contra Costa—September 16, 1889; 5 days; Martinez. Humboldt—October 1, 1889; 5 days; Eureka. Lassen—October 1, 1889; 5 days; Bieber. San Benito—October 7, 1889; 5 days; Hollister. Napa—October 21, 1889; 5 days; Napa. San Joaquin—November 25, 1889; 3 days. Santa Barbara—September 30, 1889; 3 days. Tulare—Nov. 12, 1889; Tuolumne—First week of April, 1890.

## ITEMS.

Prof. W. S. Monroe, the popular Institute Instructor, has been elected Principal of the Pasadena Public Schools. Southern California has greatly strengthened her already fine corps of teachers by the addition of such a wide awake, progressive and cultivated a teacher as Prof. Monroe.

The new faculty of the Chico Normal School, has been hard at work for a month in preparations for the opening of the school on September 3rd. The indications point to a most prosperous beginning.

Miss E. C. Sabin, the very efficient Superintendent of the City Schools of Portland, Oregon, visited San Francisco in August.

## ERRATA.

For the words "uniform action," last line, page 486 of the August *JOURNAL*, read "information."

## APPORTIONMENT OF SCHOOL MONIES.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }  
SACRAMENTO, August 2, 1889. }

Total number of census children between five and seventeen years of age entitled to receive school money, 270,500; amount per child, \$1.56; amount apportioned, \$421,980.00.

COUNTIES.	Number of Census Children.	Amount Apportioned.
Alameda.....	21,236	\$33,128 16
Alpine.....	86	184 16
Amador.....	3,049	4,756 44
Butte.....	4,186	6,530 16
Calaveras.....	2,362	3,684 72
Colusa.....	3,259	5,084 04
Contra Costa.....	3,353	5,230 68
Del Norte.....	508	792 48
El Dorado.....	2,274	3,547 44
Fresno.....	5,861	9,143 16
Humboldt.....	5,595	8,728 20
Inyo.....	597	931 32
Kern.....	1,627	2,538 12
Lake.....	1,784	2,783 04
Lassen.....	904	1,550 64
Los Angeles.....	27,250	42,510 00
Marin.....	2,293	3,577 08
Mariposa.....	985	1,536 60
Mendocino.....	4,218	6,580 08
Merced.....	1,571	2,450 76
Modoc.....	1,433	2,235 48
Mono.....	318	496 08
Monterey.....	4,355	6,793 80
Napa.....	3,562	5,556 72
Nevada.....	4,719	7,361 64
Placer.....	2,932	4,573 92
Plumas.....	1,044	1,628 64
Sacramento.....	8,604	13,422 24
San Benito.....	1,949	3,040 44
San Bernardino.....	5,883	9,177 48
San Diego.....	8,073	12,598 88
San Francisco.....	59,718	93,152 28
San Joaquin.....	6,302	9,831 12
San Luis Obispo.....	4,149	6,472 44
San Mateo.....	2,576	4,018 56
Santa Barbara.....	4,152	6,477 12
Santa Clara.....	11,259	17,564 04
Santa Cruz.....	4,350	6,800 04
Shasta.....	3,261	5,087 16
Sierra.....	1,108	1,720 68
Siskiyou.....	2,453	3,826 68
Solano.....	4,527	7,062 12
Sonoma.....	8,453	13,186 68
Stanislaus.....	2,400	3,744 00
Butter.....	1,323	2,063 88
Tehama.....	2,674	4,171 44
Trinity.....	754	1,176 24
Tulare.....	5,796	9,041 76
Tuolumne.....	1,584	2,471 04
Ventura.....	2,284	3,563 04
Yolo.....	3,221	5,024 76
Yuba.....	2,197	3,427 32
Totals.....	270,500	\$421,980 00

### VACCINATION.

Attention is called to the following Act, entitled "An Act to Encourage and Provide for a General Vaccination in the State of California," and approved Feb. 20, 1889 :

SECTION 1. The Trustees of the several common school districts in this State, and Boards of common school government in the several cities and towns, are directed to exclude from the benefits of the common schools therein, any child or any person who has not been vaccinated, until such time when said child or person shall be successfully vaccinated ; *provided*, that any practicing and licensed physician may certify that the child or person has used due diligence and cannot be vaccinated so as to produce a successful vaccination, whereupon such child or person shall be excepted from the operation of this Act.

SEC. 2. The Trustees or Local Boards, annually, or at such special times to be stated by the State Board of Health, must give at least ten days' notice, by posting a notice in two or more public or conspicuous places within their jurisdiction, that provision has been made for the vaccination of any child of suitable age who may desire to attend the common schools, and whose parents or guardians are peculiarly or otherwise unable to procure vaccination for such child.

SEC. 3. The said Trustees or Board must within sixty days after the passage of this Act, and every year thereafter, ascertain the number of children or persons in their respective school districts or subdivision of the city school government being of an age suitable to attend common schools, who have not been already vaccinated, and make a list of the names of all such children or persons. It also shall be the duty of said Trustees or Board to provide, for the vaccination of all such children or persons in their respective school districts, a good and reliable vaccine virus wherewith to vaccinate such children or persons who have not been vaccinated. And when so vaccinated to give a certificate of vaccination, which certificate shall be evidence thereof for the purpose of complying with section one.

SEC. 4. The necessary expenses incurred by the provisions of this Act, shall be paid out of the common school moneys apportioned to the district, city, or town. And if there be not sufficient money, the Trustees must notify the Board of Supervisors of the amount of money necessary, and the Board must, at the time of levying the county tax, levy a tax upon the taxable property in the district sufficient to

raise the amount needed. The rate of taxation is ascertained by deducting fifteen per cent. for delinquencies from the assessment, and the rate must be based upon the remainder. The tax so levied must be computed and entered upon the assessment roll by the County Auditor, and collected at the same time and in the same manner as State and county taxes, and when collected shall be paid into the county treasury for the use of the district.

SEC. 5. The Trustees of the several school districts of this State are hereby required to include in their annual report, and report to the Secretary of the State Board of Health, the number in their several districts between the ages of five and seventeen years who are vaccinated and the number unvaccinated.

SEC. 6. This Act shall take effect immediately.

*OBJECTS OF A RECITATION.*

1. Examination of written work prepared by pupils. 2. Testing knowledge of pupils by topics, questions, written answers, reviews, etc. 3. Imparting additional information by illustrations, conversation, explanation and demonstration. 4. Cultivation of accurate and ready expression in writing, spelling, capitalization, punctuation, syntax, etc.; in speaking, by wearing off embarrassment, with notes and without; attention, by reporting what teacher and pupils have explained or illustrated; by mutual criticism and good manners, in walking across floors: rising, sitting, standing, and address to teacher and fellow-pupils. 5. Arousing interest, love of study, independent thought, investigation. 6. Encouragement of the timid, slow, diligent. 7. Direction of pupil's work. 8. Mastery of self.

*BEECHER'S LAST WORDS.*

WE CLIP the following concluding sentence from the last article ever written by the late Henry Ward Beecher, a short time previous to his death:

"I rejoice to say that I was brought up from my youth to abstain from tobacco. It is unhealthy, it is filthy from beginning to end. I believe that the day will come when a young man will be proud of not being addicted to the use of stimulants of any kind. I believe the day will come when not to drink, not to use tobacco, not to waste one's strength in the secret indulgence of passion, but to be true to one's nature, true to God's law, to be sound, robust, cheerful, and to be conscious that these elements of health and strength are derived from the reverent obedience of the commandments of God, will be a matter of ambition and endeavor among men."

## Editorial Department.

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WE AGAIN earnestly request district clerks to notify us promptly if the JOURNAL is not received. Quite frequently there is a change in clerks and we can know of the fact only by a notification; if this is not received we, of course, continue to send to the former clerk, and then after some time we are informed that the district does not get the JOURNAL. It occasionally happens, also, that a copy is lost in the mails. Whenever this occurs we are always ready to send another copy. We repeat, if the JOURNAL does not come to hand promptly, please let us know it.

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IN THE State Official Department, Supt. Hoitt makes a recommendation to which we desire to call particular attention. It has been the practice for several years for some of the County Boards to hold systematic examinations for the graduation of pupils. This plan has worked so well and has so universally tended toward a decided improvement in the condition of the schools of the country that the State Superintendent desires a more general adoption of the practice.

It does not require a second thought for a teacher to see the practical working of uniform examinations throughout the county, not for promotion from grade to grade, but for final graduation from the county school. The Board of Education thereby becomes better acquainted with schools; they learn who the meritorious teachers are and who are incompetent or inefficient; they stimulate all to do the best they can and thus largely increase the efficiency of all; they encourage the worthy teacher by making her feel assured that her work will be recognized and that she will stand in the line of promotion. The pupils, too, will take an added interest in their studies, because the County Board is interested in them and they will have a pride in belonging to one of the best schools in the county. We hope by all means that this recommendation of Supt. Hoitt will receive the attention it deserves. The Superintendents who have tried the plan are loud in its praise.

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SEVERAL hundred miles separate the fields of labor of some of our County Boards of Education and possibly several of them, are a thousand miles apart in their methods of performing the duties assigned them by the School Law of the State. It is hardly possible for Siskiyou to know very much of what is going on in San Diego, or for San Bernar-

dino to know how Modoc, or Alpine, or Tehama transact their school business. If all the County Superintendents in the State could and would attend the biennial meeting in Sacramento, and furthermore, would have sufficient time to discuss the multitude of questions then and there presented, much good would result from an interchange of views and a unification of the school system of the State. Unfortunately all cannot go, and besides, the time for the meetings is necessarily so brief that but little can be accomplished at best. We suggest as a partial remedy for this lack of information of what the different County Boards are doing, that each sends to the JOURNAL, from time to time, a brief transcript of its proceedings. In this way all may have some knowledge of what is going on in educational circles in different parts of the State and by suggestions thus given and received, much good may be done. Will not the County Superintendents please make a note here and send us an account of their doings?

AN ARTICLE in the August number of *The Popular Science Monthly*, entitled "The Spirit of Manual Training," by Prof. C. H. Henderson, is so different from the ordinary article on this subject that we take pleasure, not only in referring to it, but in recommending it to the careful perusal of our readers. The author recognizes two classes of advocates of manual training, those who would train artisans, who would make the school room take the place of the apprentice system as practiced years ago, who would look only to the thing done, and in short would have as its distinctive feature, the mere *doing*, and those who see in the manual training school a preparation for life, considered in its broadest and noblest sense, and estimate the doing as entirely preparatory and secondary to *being*. The following sentences furnish a key-note to the article:

"The chief claim of manual training, it must be considered, is not mechanical. It is spiritual, the development of character; and its success in this direction cannot always be judged from the standard of formal scholarship; there are other and very ready tests which are infallible. Conduct is a sure gauge of the stuff of which a boy is made."

\* \* \* \* \* "The deepest philosophy of life thus forms an essential part of the curriculum of a manual training school. We feel justified in subordinating the less serious ends of education to this one supreme end, for conduct, as Matthew Arnold says, is at least three-fourths of life. It is the essence of religion, the material of men."

When the advocates of manual training fully appreciate Prof. Henderson's position and place themselves unreservedly upon his platform, the movement will receive an impetus which, under present conditions, it cannot have.

## County News Department.

### SAN DIEGO COUNTY.

The County Board of Education was changed at the beginning of the school year by the retirement of Miss Edith McLeod and Charles W. Campbell. It is now composed of Supt. Butler of San Diego, Principal H. J. Baldwin of National City, Miss Ora Boring of Mesa Grande, S. L. Warde of Warner's Ranch, and Principal Edward Hyatt of San Jacinto. The Board at its last meeting decided upon the following measures: 1. To hold quarterly meetings for the transaction of business and the examining of teachers. 2. To remodel the course of study, making it conform more closely to the requirements to the State University. 3. To make additions and changes in the official library list. 4. To establish a systematic plan of examination and promotion from the Grammar and Grammar School Course Grades. 5. To purchase books for a Teachers' Library, including, besides works on the profession, the best obtainable and most complete authorities on the Birds of North America, the botany of California, entomology and mineralogy.

Supt. Butler has under way a plan for building up a County Cabinet for Natural History. Cases and wall cabinets will be placed in the Superintendent's office upon the completion of the new Court House, and all the pupils of all the schools of the county will be invited to contribute the results of rambles on sea shore and mountain, canyon and plain, forest and swamp. This material, arranged, classified and determined by competent hands cannot but result in a valuable collection, useful to teachers and pupils alike for comparison and identification of the different flowers, insects and minerals that are found.

### SACRAMENTO COUNTY.

The County Board of Education had a meeting at the office of Superintendent Howard, Saturday afternoon, Aug. 3d. There were present, Messrs. Howard and Willis, Mrs. Kilgore and Miss Regan.

Mary L. Woods and Mrs. Addie L. Winans were granted Grammar Grade Certificates on their City Certificates; Misses Annie Johnson and Dora Davis were granted Educational Diplomas, and Miss Kate L. Hughes was granted a temporary certificate on her Colusa county certificate.

Misses Clara Barton and Geremia Ray were granted recommendations for Educational Diplomas and the latter was granted a Grammar Grade Certificate on her Normal School Diploma.

Beulah Goddard and Estella and Harry Brainard, of the Highland Park School, taught by Miss Winnie Devine, were promoted to the second grade.

The library list was ordered increased by the addition of a "Birdseye View of the World."

The Board wishes to announce that applicants for certificates on Life, Educational, Normal School, Normal Class, or University Diplomas, are charged a fee of \$2 for their certificates.

A resolution was passed to the effect that where the price of apparatus authorized by the County Board exceeds the apportionment of the library fund for the current year and the amount on hand in said fund in any district, the Trustees shall not purchase such apparatus, and in case such purchase is made the Superintendent shall not honor the demand for payment and shall strike such apparatus from the list.

The Board then apportioned the sum of \$12,312.22 to the various districts of the county and adjourned.

#### TEHAMA COUNTY.

The Trustees of the Red Bluff Public School give notice that the schools will open September 2d and will close for the Institute December 20th, completing nearly a four months' school. After a two weeks' vacation the schools will open January 2d, and a nine months' term will be closed about May 20th.

The Trustees desire to make it known that they will enforce the law in regard to the educational rights of the children—which requires parents or guardians to send children to school for at least two-thirds of the time a public school is taught in any city or town. They have determined to make children attend school instead of spending their time on the streets.—*People's Cause*.

#### MERCED COUNTY.

The following article, taken from the *Cloverdale Reveille*, shows the esteem and respect felt for our newly-elected Principal, by his former scholars at Cloverdale. "Prof. O. W. Grove and family were surprised last Friday evening, by a party of the Professor's former scholars of this place suddenly rushing upon them and completely taking their home by storm. It was a surprise party and they all went prepared with refreshments and were filled with jollity and on pleasure bent. The Professor and family depart for Merced, where he is engaged as Principal of the public school, the first of next week, and his scholars desired to show their respect and love for their former teacher and they took this means of giving him a farewell party. The evening was pleasantly spent and on retiring, each and every one wished the Professor and his family success and happiness in their new home."—*Merced Express*.

#### SANTA CLARA COUNTY.

The new County Board of Education held its first meeting Saturday afternoon, Aug. 3d, John Manzer F. P. Russell, L. J. Chipman and M. H. Bland were present.

The Board organized for the ensuing year by re-electing John Manzer President, and L. J. Chipman, Secretary.

Grammar Grade Certificates were issued on State Normal School Diplomas to Kate M. Gartleman, Esther M. Browne, Ada McKenney, Amy A. Davis, Annie L. Wissman, A. E. Shumate, Jennie L. Pound, Fannie R. Schallenberger, Lillian E. Purinton and Charles Bondshu, all of San Jose; Cora K. Wickoff of Mayfield and Mary H. Post of Santa Clara.

Grammar Grade Certificates were issued on a Nevada State Life Diploma to Lizzie A. Royce of San Jose, and on State Educational Diplomas to Emma Stockton and Jas. Carlyon of San Jose.

Grammar Grade Certificates were renewed to Lois Peckham, Louise Bruch, Ida M.

Thomas, Abbie L. Martin, Lily J. Miller, Lucy E. Botsford, Edith E. Ayer, Mat Graebe, Mrs. E. W. Angel, Alice L. Humphrey, Jennie F. Erkson, Emma S. Bee, Mrs. Mary Pillot, Kate F. O'Hara, Laura G. Jones, Fanny Stockton and Huk Hammond.

A Primary Certificate was renewed to Miss Blanche Blanchard, and Kindergarten Certificates to Florence E. Hart and Evalyn Mackenzie.

The next examination of applicants for teachers' certificates was fixed for December 16th, to continue five days.

According to a standing rule of the San Jose Board of Education no teacher eligible to a position in the city schools without a year's experience elsewhere. In consequence of this rule Miss Florence McPherson and Miss Fannie Schallenger were declared to be disqualified after having been elected to positions. Suppose every Board of Education should pass such a rule, what then?

H. C. Hall, Principal of the Oak Street School, resigned his position, having been elected to the Principalship of the Menlo Park School.

#### SONOMA COUNTY.

The following is a condensed statement of the annual report of Mrs. Fannie L. Martin, County Superintendent:

Number visits made by County Superintendent during the year, 202; by Trustees, 671. There are 137 scholars enrolled in the high school grades, 77 in the grammar school course, 1,569 in the grammar grade and 5,144 in the primary grade. Average number of months in which school was maintained, 8.27. There are 27 male and female teachers. Average monthly salary paid teachers, \$59.20; average for male teachers being \$82.04 and for females \$55.35. Expenditures for school year, teachers' salaries, \$98,356.35; school libraries, \$3,145.73; school apparatus, \$1,761.28; total rent expenses, \$117,889.12. Money paid for sites, buildings and school furniture, \$207.57, making a total expenditure of \$128,096.69.

Total receipts from the State and County Schools funds, \$115,688.60; balance on hand at beginning of school year, July 1, 1888, \$32,704.93; cash received from State apportionment, including library fund, \$79,110.20; from county taxes, \$35,570.40; from city or district taxes, \$18,238; from miscellaneous sources, \$478.74; total receipts, \$110,766.66; balance on hand at close of year, June 30, 1889, \$38,010.97; valuation of school lots, houses and buildings, \$218,042; libraries, \$32,304; of school apparatus, \$12,561; total value of school property, \$262,892. The number of volumes in the school libraries is 22,638. Four new districts have been formed during the year and 84 trustees have been appointed by the Superintendent. There are 139 school buildings in the county. The number of districts maintaining school for eight months and over was 11.—*Petaluma Argus*.

By entering into and sympathizing with the child's ideal life, the teacher or parent may do much, not only for the child's amusement but he may also make this a valuable means of instruction and training; besides, in this way, he may learn more of the child's inner nature than in almost any other, and do much to establish those bonds of feeling between the child and himself—so necessary to his highest success—as the child's guide and instructor—*E. C. Hewitt*.

## Our Book Table.

**MEMORY TRAINING.** A Complete and Practical System for Developing and Confirming the Memory. By William D. Evans, M. A. Published by A. S. Barnes & Company, New York.

The author of this volume gives detailed directions for strengthening the memory by recourse to an artificial system too complicated to be explained in a brief notice. If the reader gives sufficient time and attention to the plan we have no doubt that an improvement of the memory would be the result.

**NATURE READERS. SEA-SIDE AND WAY-SIDE.** No. 3. By Julia McNair Wright. Published by D. C. Heath & Co., Boston.

We have been pleased heretofore to notice favorably preceding numbers of this series, and we are gratified to be able to say that this volume is well calculated to maintain the reputation of those already published. Birds, plants, and insects, are so charmingly presented that the boy or girl who commences to read the book will not be contented until it is finished, and then will want to go out to make discoveries in animal or plant life.

**ELEMENTARY PSYCHOLOGY** or First Principles of Mental and Moral Science for High, Normal and other Secondary Schools. By Daniel Putnam M., A., Professor of Mental and Moral Science and the Theory and Art of Teaching in the Michigan State Normal School. Published by A. S. Barnes & Company, New York and Chicago.

This book was prepared by one who from long experience as a teacher of the elements of mental and moral science, became thoroughly conversant with those phases of the subject which could most advantageously be placed before his students. The arrange-

ment is systematic and the style clear and befitting the subject. No teacher can read it without profit.

**RIVERSIDE LITERATURE SERIES.** Tent on the Beach by John Greenleaf Whittier, with an Introduction and Notes.

This is number 41 of Houghton, Mifflin, and Company's Literature Series. Of the poem it is unnecessary for us to speak; the series has often been referred to in our Book Notices with commendation as it places within every teacher's reach choice selections from the best American authors.

**SYLLABUS OF LECTURES IN ANATOMY AND PHYSIOLOGY.** By T. B. Stowell, A. M., Ph. D. of the Cortland New York Normal School. Published by C. W. Bardeen, Syracuse, New York.

This is not a text book but rather a guide for the teacher to be used in connection with dissections, experiments, charts, lantern-slides, etc. A complete and orderly outline is given in about one hundred pages.

**CLASSICS FOR CHILDREN.** Stickney's Series of Readers, First, Second, Third and Fourth. Published by Ginn & Company, Boston.

This series of readers has evidently been prepared with great care, and it has been the effort of the compiler to inculcate an interest in literature while the child is learning to read. It is unfortunately too true that much of the reading in school has been in the nature of a task and so has tended to produce an aversion to books instead of a love for them. To what extent this can be obviated remains to be seen. We have no doubt but that the literary sense can be cultivated early in life if proper methods be

we think the deepest and most lasting impression will be made by the one about Helen Keller. The remarkable progress made by this deaf, dumb and blind girl, in gaining ideas and expressing thought cannot fail of being a healthy stimulus to many who read this sketch. Teachers will find this number of the *St. Nicholas* particularly valuable.

THE SEPTEMBER *CENTURY* contains a paper on Napoleon Bonaparte of unusual interest and importance, being contemporary accounts, by British officers, of the ex-Emperor's exile to Elba; his voyage to St. Helena and life on that island.

The Lincoln installment is crowded with absolutely new material, and has to do mainly with Lincoln's triumphant re-election. Apropos of the latter portion of the Lincoln history is the article by Justice Bradley of the Supreme Court on Chief-Justice Marshall, accompanying a rare portrait of the great Chief-Justice by the French artist, Memin.

An article appropriate to the season is Mr. Hamilton Gibson's ingenious and original study of butterfly and plant life, accompanied with illustrations by the author.

The American artist, Mr. Wores, writes appreciatingly and most interestingly of Japanese things; and the text is illuminated by reproductions of a number of his oil-paintings.

Mr. Paine, presents an illustrated study of the identity of "The Pharaoh of the Exodus and his Son"—in the light of their monuments.

George Kennan closes his account of "The Kara Political Prison," in an article devoted to the tragic history of the institution.

Another illustrated article is Emmet O'Brien's account of "Telegraphy in Battle" during the civil war.

In fiction there is the second installment of Joel Chandler Harris's "The Old Bassoon Place," story by Cable, "Attalie Brouil-

lard," and a story by Mrs. Eichberg King, "Jufrow Van Steen," illustrated by Edwards. James Jeffrey Roche has a poem on "Albemarle' Cushing," and there are other poems by Charlotte, Fiske Bates, Langdon, Elwyn Mitchell, Louise Morgan-Smith, Nathan Haskell Dole, and Richard E. Burton.

"The Dominion of Canada is a device to keep the peace between those to whom Nature has allotted an irrepressible conflict." So says the writer of an article called "La Nouvelle France" in the September *Atlantic*, which will be the subject of discussion in the United States, and of something more than discussion in Canada. The paper is an interesting pendant to that on French-Canadian literature in the August number; and it will, as has been said, no doubt call out some rejoinders. "The Isthmus Canal and American Control," by Stuart F. Weld, is a consideration of the policy promulgated by the United States Government in its desire to control the Inter-Ocean Canal. Mr. Frank Gaylord has an article on "James Wilson," a Scotchman who settled in Pennsylvania, and whose services in behalf of the Constitution of the United States are too little known. Still another sketch, of the "Americans at the First Bastille Celebration" (by J. G. Alger), completes the most important articles. Miss Jewet is at her best in a pretty sketch, "The White Rose Road," and two weird stories will be found in "Voodooism in Tennessee" and "The Gold Heart," in its way not unlike Wilkie Collin's "Moonstone." Mrs. Preston's poem "Phryne's Test," an odd paper on "The Black Madonna of Loreto," and Messrs. James's and Bynner's serials (the latter with a scene in the old Philipse Manor-House, New York) go far towards filling a number which has nothing not valuable.

PORT-LORE, a monthly magazine devoted to Shakespeare, Browning, and the compar-

ative study of literature has now reached its eighth number. Its pages are filled with articles by the best writers and we take great pleasure in commending it to our readers. Published by The Post Lore Company, 223 South 38th street, Philadelphia. Yearly subscription \$2.50

#### BOOKS RECEIVED.

Die Journalisten. Lustspiel in vier Acten von Gustav Freytag. Edited with an English commentary by Walter D. Tay, M. A., Professor of Modern Languages in the University of North Carolina. Published by D. C. Heath & Company, Boston.

Die Branne Erica. Novelle von Wilhelm Jensen. With English notes by E. S. Joynes, Professor of Modern Languages in the University of South Carolina. Published by D. C. Heath & Company, Boston.

Onkel und Nichte. A German story for sight translation by Oscar Faulhaber, Ph. D., Teacher of Modern Languages in Phillips Exeter Academy. Published by D. C. Heath & Company, Boston.

Plato Protagoras. With the commentary of Hermann Sauppe. Translated with additions by James A. Towle, Principal of the Robbins School. Published by Ginn & Company, Boston.

One-Year Course in German. Adapted to the wants of students in preparatory and High Schools fitting for the leading colleges. By Oscar Faulhaber, Ph. D. Professor of Modern Languages in Phillips Exeter Academy. Published by D. C. Heath & Company, Boston.

Petit Theatre des Enfants. Twelve tiny French plays for children. By Mrs. Hugh Bell. Published by Longmans, Green & Company, London and 15 East 16th street, New York.

Sir Thomas Wyatt and his poems. Presented to the philosophical faculty of the Kaiser Wilhelm's University at Strassburg for the acquisition of the degree of doctor of philosophy. By William Edward Simonds, Instructor in German, Cornell University. Published by D. C. Heath & Company, Boston.

Stepping Stones to Reading. A Primer by Anna B. Badlam, Rice Training School, Boston, Mass. Published by D. C. Heath & Company, Boston.

German for Americans. A Practical Guide for self-instruction and for colleges and schools. Containing pronunciation, grammar, sentences with special reference to grammar, table of classification of irregular verbs, exercises, dialogues, etc. By Jacob Mayer. Published by I. Kohler, 911, Arch street, Philadelphia.

## *The English Language: Its Grammar, History, and Literature*

By Prof. J. M. D. MEIKLEJOHN, of the University of St. Andrews, Scotland.

Though published so recently, this book has already become a Text-book in twenty colleges, among them Bates, Rutgers, and the State University of Alabama, Iowa, Kansas, Missouri, etc.; in such Preparatory Schools as Phillips Exeter, N. H., St. John's School, Manlius, N. Y., Penn. Coll. Preparatory School, Gettysburg; and in such High Schools as

Boston, Worcester, Salem, Lowell, Lynn, Fall River, Newton, Brockton, Brookline, Marblehead, Danvers, Wareham, Merrimac, Whitman, Mass.; Rutland, Providence, R. I.; Meriden, Willimantic, Bristol, Conn.; Jersey City, N. J.; Springfield, Ohio; Lexington, Ky.; Austin, Texas.

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Oct

— MUSIC IN SCHOOLS. —

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# THE PACIFIC EDUCATIONAL JOURNAL.

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## *WHAT SHALL TEACHERS READ?*

The reading habit, described as the happiest habit man can form, is becoming more wide-spread and popular every day. It is recognized as the most ready means to the broad general culture which is the real goal toward which all educational efforts tend.

The wisest men have in all times brought their willing testimony as to the happiness which this habit has secured to them, and they say there is nothing which brings more pleasure than the taste for reading, and the opportunity to gratify that taste.

One says: "Books form the best society in every period of history."

Another: "Were I to pray for a taste which would stand under every variety of circumstances, and be a source of happiness and cheerfulness to me during life, and a shield against its ills, however things might go amiss, and the world frown on me, it would be a taste for reading."

While Channing said: "In the best books, great men talk to us, and with us, giving us their most precious thoughts. Books are the voices of the distant and the dead. They are the true levelers. They give to all who will faithfully use them, the society and the presence of the greatest of our race. No matter how poor I am, no matter though the prosperous of my own time will not enter my poor dwelling, if learned men and poets will enter and take up their abode under my roof—if Milton will cross my threshold and sing to me of Paradise,

and Shakespeare open to me the world of the imagination and the workings of the human heart; and Franklin enrich me with his practical wisdom. I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society where I live. Books are cheering, soothing companions in solitude, illness or affliction."

Still another has expressed it more forcibly in these words.—  
"These are the friends who never weary, betray or forsake us."

Ruskin, Emerson, Hale, Collyer and hosts of other have given the same testimony in words equally beautiful and true.

But this reading habit so extolled, is not the careless, unsystematic reading which is so commonly practiced by people who pride themselves upon being great readers, and upon having read every thing new. The purpose of this latter kind of reading is to kill time, or to furnish a temporary excitement for a mind that has not vitality enough to seek and use the proper kind of nourishment. It is a sort of intellectual pepper, to procure a moment's pleasure to a jaded sense.

The true reading habit is far different. It discriminates, reflects, compares, seizes and holds for all time the truths which are brought to the mind. It is not difficult of acquirement, but will naturally follow an earnest conscientious study of any subject or author in which the best thoughts are given. Many acquire it unconsciously, and in some it has always existed.

But there should be no need that we be urged to read at the present time. We must read if we would not be left entirely behind our times. No matter how careless we are in our inclinations, there come times when we are forced by outward circumstances to fortify ourselves by reading. Who can estimate the exact proportion of our information and our pleasure which comes from reading.

The broad general culture of which we hear so much, and which is so greatly to be desired is the easy familiar knowledge of things, places, customs and persons, which is attained by a large experience in the affairs of the world, much travel and personal observation, and by the habit of thoughtful reading and careful reflection. The culture depends so largely upon reading that the question of what must be read to obtain it, has been a favorite subject for discussion from a very early age. The great world of letters is peopled with characters, and its history chronicles events of which a man can no more afford to be ignorant than he can afford to be unacquainted with the leading men and events of his own community and his own day. No where else

does the sententious "Not to know me argues yourself unknown," hold more true than in this case.

Several of our great scholars have taken up the task of giving to the world a list of books which should comprise the best for all classes to read. Each however, confesses that he approaches the task with diffidence, and the longer he studies the subject the more formidable it appears to him. And after the list is made not one has said, "These and none others are the books for all to read."

Some years ago, during the course of a lecture on the choice of books, delivered before the Workingmen's College in London, an eminent English scholar gave a list of one hundred books which attracted much attention and brought forth many comments. The lecturer modestly announced that he had chosen those books which were most frequently mentioned with approval by those who have referred directly or indirectly to the pleasure of reading, adding a few less known which were favorites of his own. From this list of one hundred books were excluded for obvious reasons, all works of a strictly scientific or technical character. No living author was represented, thus cutting off Ruskin, Browning, Tennyson, and some others who certainly merit a place among those who deserve our grateful remembrance for the pleasure they have given us.

The list comprises the best examples of the work of the greatest writers, both ancient and modern. Religion, history, poetry, travels, biography, the drama and fiction, are represented by the best works. There are few countries which have not given something. America has one author great and wise enough to rank with the highest, for Emerson's essays are classed with those of Bacon, Montaigne, Hume, Macauley, Addison and Burke.

When first made public a storm of comment, criticism, and discussion was aroused. The principle objections being that it was too heavy, too much for the scholar and student, and not suitable for the working-man for whose use it was compiled. This last objection the author had anticipated in these words:

"I am sometimes disposed to think that the great readers of the next generation will be, not our lawyers, doctors, shop-keepers and manufacturers, but the laborers and mechanics. Does not this seem natural? The former work mainly with the head, and when their daily duties are over, the brain is often exhausted, and of their leisure time much must be devoted to air and exercise. The laborer and mechanic, on the contrary, besides working often for much shorter hours

have in their work taken sufficient bodily exercise and could give any leisure time they might have to reading and study."

The numerous comments and objections could of course, never be silenced or disposed of in a satisfactory manner, for where could persons be found to decide these matters finally, so all should be convinced. At this point a leading American paper devoted to literature and general culture published a list, which instead of one hundred books, gave one hundred authors, in some cases recommending the complete works, as: Shelley, Thackeray, Emerson, and Scott. In others the best examples of the author's style, as: of Addison, *The Spectator*; of Swift, three selections; of Carlyle, five selections; of De Quincey, three selections.

Works on scientific and technical subjects were also omitted from this list, but many living writers were placed in it, and in this respect it is more complete than the first list. Finding the number one hundred too small the compilers added twenty-five to the list, and stated that it is intended to comprise the names of those writers, whom an English or American reader aiming at a broad literary culture, can least afford to leave unread." As completed it comprises authors of all nations. Emerson, Hawthorne, Holmes, Irving, Longfellow and Lowell, are the American authors given. The field of fiction is very much larger than in the English list, some of the additional writers of fiction being Hugo, Tourgueneff, Irving, Bronte, Balzac, Sand, Sterne, and Richardson.

In the two lists only about sixty-two names are common, and when such authorities differ so widely, it is easily seen that the margin for individual taste is very broad. But, after all individual taste must always be the incentive to a long course of reading. All who have pretended to dictate in this matter have agreed that we should read what we like, and it is time wasted to spend it upon works which do not please us.

Emerson's well-known rules in his talk on Books are worth many a long dissertation upon the subject.

1. Never read any book that is not a year old.
2. Never read any but famed books.
3. Never read any but what you like.

But in reference to this last rule, may arise the question, what shall be done if we do not like these famed books? The only answer that can be given is: "Try to like them." For when our own taste is widely at variance with the sincerely expressed opinions of such masters as Ruskin, Lubbock, Collyer, Gibbon and hundreds of others,

whom we know are in the best position to judge, should we not harbor a reasonable doubt as to the value of our own taste, and think that it is possible that these men know more than we do?

As a matter of fact, there is nothing in our nature so changeable as this same taste in reading. There are not many books which we read five years ago, that we would care to read now. These few are probably of the best, for we out-grow all but the best. Taking advantage of this fact, when we are convinced that we are in the wrong, we can teach ourselves to like the best, and improve our taste until we are satisfied that we are no longer behind the world, and can appreciate some of the beauties which are so universally admired.

But something more than this general culture is required. Every one who enters a profession or a trade must add to his general knowledge, a complete and systematic study of all the details of that profession. It is a matter of vital importance to him that every trifle shall be mastered, he cannot afford to let any thing escape, his subsistence depends upon it, and according to the degree of his mastery of these things do we judge him to be a success or a failure.

In the early stages of civilization there was practically little distinction of skilled and unskilled labor, but as time passes these distinctions arise, become more marked, and at last in high stages of civilization become questions of paramount importance. The skilled laborers having every advantage upon their side, of course the unskilled are thrust aside and driven to precarious means for obtaining their living.

This rule is universal and we should consider its bearing upon our own profession. We are approaching higher stages, and every where the unskilled are feeling the pressure which is brought to bear upon them, and they are slowly going aside. In no part of the world is this more apparent than in our own country. We have opportunities for observation which no other country can give. For while we stand in the front ranks, our experience covers comparatively a short time, and we have ever been free and ready to cast aside the constraints of old customs and traditions, and to try the new methods. In short, we would rather reduce our theories to practice and let them stand or fall, than to enlarge upon them and develop them as theories.

We must not fail to read the signs of the times, and there is a wide spread movement in educational circles at the present time. It is an awakening all along the line, and not only the public, but the teachers are manifesting a decided disapproval for many time honored customs and methods, and are insisting that they be superseded by something better. The ultimate object of all this agitation will necessarily raise

the standard of the profession above its present rank. The day has almost gone when anybody, because unfitted mentally or physically for other work, can become a school teacher and keep school.

With the rapid spread of intelligence in every other quarter, how can we expect the advocates of education to rest upon their oars and drift idly back and forth. But all advancement depends in a measure upon education, so if education will not take the lead it must follow in the wake for it cannot be dropped.

We have had in the past some of the greatest minds the world has ever known for pioneers in our work. There has been no one period for ages, when there was not at least one great intellect in some part of the world upholding this work, often against heavy odds and always without hope of reward. But now it does not lie with a few to make advances and try experiments, the work of the pioneer is done, he has prepared the way, and though we may have no one Pestalozzi where he worked, we have thousands as eager as earnest as he, who are going successfully a work of which he could only dream. Instead of the great masters of a century ago, advancing new theories to a half reluctant wholly indifferent world, we have countless trained practical workers applying the undisputed principles of pedagogics, supported by a willing if not admiring public.

In this new state of affairs we, as true teachers cannot hold back, we must move forward with our fellows and take up the new problems as they are propounded, give them our best thought and solve them as we can. There is not one of us who can feel so far advanced and so secure that he can withdraw himself from the means of further improvement and say: "I do not need to study these things, I shall wait a while," and while he waits another has taken his place.

We cannot learn all of these things from personal observation and attendance upon the scene of action. The breadth of the continent may intervene between the latest experiments in a cooking and sewing school, and the latest and best experiments in teaching reading. There is too much of it, it comes to the front in so many places and in such unlooked for quarters, that we can only trust to the reports of others. Then the only way in which the teacher can do justice to himself and to his calling is to gain these things by reading.

So professional reading must be added to the general course of reading which every teacher keeps up. First the science, a far-reaching one not loved as yet as it should be by the rank and file of those who profess to be its expounders. The laws of this science are not yet fully defined, its principles are not settled, at least are not accepted by

all. So every teacher should spend some time in the study of this science, that he may choose for himself the principles which help him most, and understand in what particulars the views of one master differ from those of another. What would we think of a physician who knew nothing of the principles of the great schools of medicine, or of a lawyer who knew nothing of the basis of the common law, yet we have teachers who know not the first principles of their chosen profession; who think it dull and dry to study the things which they need every day of their lives. They should begin soon to make themselves skilled. In the works of such authors as Spencer, Payne and Rosenkranz, the subjects are treated with such life and spirit that they cannot fail to be entertaining as well as instructive to him who truly seeks for good.

One cannot study the science without learning more or less of the history of education, which could by itself easily form a large department of literature, and bound in with it will be the biographies of the men who have so identified themselves with the cause that its history is little more than a connected history of their lives. This also brings in a careful consideration of the different systems of education as practiced by the various nations of the world, and many fruitful questions will arise as to the effects of these systems upon national traits, and the outcome of national traits as shown by their choice of these systems. Thus we find the history of education to free itself upon us in every thing we read; it is the real history of the human race.

Psychology is another study which is making rapid strides among the fraternity. It is so intimately connected with the work of teaching and it is such a pleasing study in itself, that it seems strange it is so late in becoming popular. Maybe the name is responsible for this. The subject has been written down of late years and from the ponderous volumes of German and Scotch philosophers with their endless speculations it has come forth in small volumes from several authors who treat the subject in a clear style and most pleasing manner. Sully, Welch and Allen are among the best for beginners.

One of the teachers most invaluable friends is the paper which comes once a week or even once a month, bringing with it from all parts of the country the new thoughts that have come up, suggestions for new work, new ideas on old subjects, confirmation of one's own ideas and methods, reports from conventions, institutes and associations, results of experiments in new departures, and not least the book reviews and advertisements of new books for the profession. By its means one can keep the whole educational field in view, and know if he is keeping his

there are no methods that supersede the necessity for men. Indeed this is truer than people think, in all matters. No amount of new tools will build the house well. No perfection of modern improvements will fill it with peace. In all matters we are liable to the same mistake. We invent excellent governmental machinery, but it goes all wrong because we forget to see about the men. We build enormous telescopes without any fit astronomer, and meantime some trained observer is making all the discoveries with his imperfect glass.

I say people become superstitious about appliances. They come to think that ingenious mechanism or methods can supersede natural talent, energy, patient training, experience—all those training powers that alone can move the stubborn world. The peddler brings to your door a patent drawing apparatus, promising that with five minutes' practice the clumsiest hand shall make perfect pictures. The boy believes that with his new pen he will at once write a beautiful hand; or he is deluded into thinking that the new system of mnemonics which the lecturer taught is going to supersede memory altogether. What is the need of paying a physician, when the little box of pills, with its book of instructions, is warranted to make the most ignorant blunderer wise and skillful? Why study the languages for years, when you may master them in six easy lessons for twenty-five cents and stamp enclosed?

The public-school system is the source of most American ideas, weak as well as sound. "Let me make the songs of the people," it was said, "and I care not who makes the laws." We might better say, "Let me make the schools, and I care not who makes the laws." Now, the whole school system is one great embodiment of this excessive faith in machinery. There are patent blackboards, and patent desks, and the patent new name of educator for teacher, and patent new normal methods of making trained teachers in six months, and patent plans for them to teach reading and arithmetic by. But somehow the results do not seem to be so perfectly satisfactory as all this fine machinery would lead us to expect. What is the matter? There is the elegant new school-house, furnished with every ingenious piece of apparatus which the American mind has yet elaborated; and there is the elegant new teacher, trained with the utmost skill and celerity by the most rapid new methods, certified to after the most elaborate system of modern examinations, who dips his patent pen in a patent inkstand, and keeps his record in an improved register, and has all manner of surprising methods of instruction and discipline,—and yet the results are not, perhaps, perfectly satisfactory. Insomuch that some ancient

men, remembering the old battered desk and hacked benches of their boyhood, shake their head and venture to doubt whether boys get a much better education than they did in old times. They are not always justified in their doubt, but they are justified whenever it is their good fortune to remember as presiding at that old battered desk, the vigorous mind and mellow heart of a really good teacher.

Who would not be glad to have sat in ever so bare a room under the plain instruction of Arnold, of Rugby? Who would not like to have had a winter's schooling in the Puritan house where Milton taught when he returned a vigorous young scholar, from his travels on the continent? Perhaps we might not have considered it a hard fate to have learned "small Latin and less Greek" at the rusty old school-house a little out of Stratford, where Shakespear is said to have taught school. I repeat it is the man that makes the school, not the apparatus nor the methods. You can no more prevent the mind and character of a large-souled man from irradiating and inspiring the little people on who they shine than you can put out the sun. Nor can all the educational machinery, past, present, and to come, make anything of a dull and dishonest teacher but a stupefying poison to every child within his reach.

The education is what the mind of the teacher can do for the mind of the child; all else is accessory and unimportant. We must come back to our mooring after appliances and methods, and remember this. We have thought too little of the men. There is madness in our methods. It is the mistake of a young country that has accomplished great material results by its ingenuity, and has been patted and praised for it by its neighbors. It is the mistake of a time whose proudest blossom is the industrial exhibition. In Greece the Olympic games were not for the competition of sewing machines and bonnet decorations, but of men. The truth simply is that material progress has absorbed the attention of the world. We gaze in admiration at the new steam-engine; the man that made it is an old story—he was invented long ago. And when we see, after all, how little can be done for us by mechanisms and devices and ingenious methods, while men are lacking, we get a feeling that our boasted progress has not set the world so much farther ahead than it used to be. What advantage we say, has the locomotive over the stage-coach, if the man it carries is a clod or a churl?

I would not be thought to overlook the fact that there are better methods than of old. But we must cease to hope that such methods, however admirable, will be of much avail without the best men and

men as teachers. I mean to say that we must not stop short of an earnest effort to have the schools filled with the best men and women in the community. Certainly, in theory, every community ought to select the choicest and highest of their number to guide the destinies of the children. It is of comparatively small importance who are the physicians and ministers and judges; the question that determines the whole character of society is, Who are the teachers? No doubt, it would be of some use to raise the salaries of the teachers. If in any case the present salary seems too high, it is not the fault of the salary. A distinguished gentleman lately remarked to me the proper way was not to lower the salaries of the teachers, but to raise the teachers to the proper salaries. Nor do I refer merely to the money salary. Money is not the only wage for which men work, nor the chief wage. They work for honor, for influence, for esteem in the community. And these other wages will belong to the teachers whenever they are universally respected and deserved. The profession of teaching ought to be so high and so honorable that it would be sought without regard to money profit. Then we must expect to see the best talent go where it can earn the most money, with a modicum of those higher wages besides. It is for us to do our utmost that the schools may not have a man or woman who is not a teacher or for an officer, who is not worthy, in every respect, of the highest honor and esteem of the community.

### THE TWO GLASSES.

There were two glasses, filled to the brim,  
 On a rich man's table, rim to rim.  
 One was ruddy and red as blood,  
 And one as clear as the crystal flood.

Said the glass of wine to the paler brother,  
 "Let us tell the tales of the past to each other.  
 I can tell of banquet and revel and mirth,  
 And the proudest and grandest souls on earth  
 Fell under my touch as though struck by blight,  
 Where I was a king, for I ruled in might.  
 From the heads of kings I have torn the crown;  
 From the heights of fame I have hurled men down.  
 I have blasted many an honored name;  
 I have taken virtue and given shame;  
 I have tempted youth with a sip, a taste,  
 That has made his future a barren waste.  
 Far greater than a king am I,  
 Or than any army beneath the sky.

"I have made the arm of the driver fail,  
 And sent the train from the iron rail.  
 I have made good ships go down at sea,  
 And the shrieks of the lost were sweet to me,  
 For they said: 'Behold, how great you be!  
 Fame, strength, wealth, genius before you fall,  
 For your might and power are over all.'  
 Ho! ho! pale brother," laughed the wine,  
 "Can you boast of deeds as great mine?"

Said the water glass: "I cannot boast  
 Of a king dethroned or a murdered host,  
 But I can tell of a heart, once sad,  
 By my crystal drops made light and glad—  
 Of thirsts I've quenched, of brows I've laved,  
 Of hands I've cooled and souls I've saved.  
 I have leaped through the valley, dashed down the mountain,  
 Flowed in the river and played in the fountain,  
 Slept in the sunshine and dropped from the sky,  
 And everywhere gladdened the landscape and eye.  
 I have eased the hot forehead of fever and pain,  
 I have made the parched meadow grow fertile with grain.  
 I can tell of the powerful wheel of the mill  
 That ground out flour and turned at my will.  
 I can tell of manhood debased by you  
 That I lifted up and crowned anew.  
 I cheer, I help, I strengthen and aid;  
 I gladden the heart of man and maid;  
 I set the wine-chained captive free,  
 And all are better for knowing me."

These are the tales they told each other—  
 The glass of wine and its paler brother,  
 As they sat together, filled to the brim,  
 On the rich man's table, rim to rim.

—*Muir Farm*

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### MANUAL TRAINING.

There is no doubt that Manual Training is fast becoming the leading educational question of the age. In all the institutes in the eastern states, discussions upon it are given unusual prominence. East exchanges are full of interesting articles on this subject. Industrial training, must of necessity include industrial drawing, and as echoes from the east reach us, and the subject is brought more close to our notice, the question arises what preparation are we making to meet what will soon be a necessity. Most people who are at all familiar with the working of the public school system, know that

drawing is one of the subjects to which generally the least attention is paid.

Section 1665, of the school law, says: "Instruction must be given in the following branches, in the several grades in which each may be required, viz. ; Reading, Writing, etc., with special instruction in the elements of Book Keeping, Industrial Drawing, Practical Entomology and Civil Government." The School Law requires that Industrial Drawing shall be taught, but the fact remains that the law is not obeyed, since the teaching of a few geometrical problems, drawn to scale, can hardly be dignified by the name of Industrial Drawing. It is a waste of time, at this late day, to prove the importance of this line of study, we know its value in the training of the perceptive powers, and the reason it is slighted is not that its importance is not realized, but possibly through the inability of the majority of teachers to give the necessary instruction. The course of instruction in drawing should be more comprehensive than that at present laid down for Grammar Schools. Many boys never enter the High School, and therefore as much as possible should be done for them in the lower grades.

The great necessity of the times is geometrical training in the grammar grades. If pupils could begin geometry in the second or third grades, and at the same time a course of drawing involving practical geometry could be given them, they would be fairly prepared for learning any of the trades. This might answer the question. "What to do with our boys." It would help in its way to make them trained workmen. American workmen cannot compete with foreigners for several reasons, one of them, and quite an important one too, is that the Frenchman, or the German, has had geometry given to him understandingly, at the time the American boy is digging away at absurd problems in Arithmetic, which will never be of any service to him. The French boy has proper mind training, and at the same time he has the right hand training, and he learned to make his Geometry practical. Hence the advantage he has over the American boy when both work at the same trade. There is one branch of industrial drawing, Projection, which should be taught in every grammar school in either city or country. A knowledge of the relation between the horizontal and vertical planes, sections, intersections and developments, in short, the ability to make constructive drawings, and to read those made by others, ought to be part of each boy's training. There is no trade in which he will not be required to use such knowledge. Here then we have two reasons for placing industrial drawing on a par with

the other studies, the first, and most important, for the thorough discipline which it gives, and the second for the practical use that can be made of it in active life. But granting the necessity for industrial drawing, how are the pupils to obtain the necessary instruction? It can only be done by those teachers who are progressive enough to devote time and thought to the subject.

There are plenty of books from which we may study, and although the study is not an easy one to master, it will be well worth the time given to it. With manual training knocking at our door, it hooves us to keep up with the times, to stand side by side with our Eastern neighbors. The Normal Schools especially should pay careful attention to this department, permitting no pupils to take place in the teachers' ranks, who can not handle this subject well.

Boards of Examiners should see to it, that the Drawing examinations are sufficiently searching to require average ability on the part of the applicant.

Until the Normal Schools and Boards of Examination raise the standard for Industrial Drawing, Sec., 1665, of the School law of California will be practically a dead letter. M. E. CONNOR

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### BOY CRITICS.

If teachers could only hear the comments made at home by the boys upon school work, they would never again think of their round as a mere drudgery. They would see that the drill in arithmetic, spelling and geography serves as a body for the subtle training of their work which builds up by slow accretion and by divine fire the insight into the structure of human character, that highest and most valuable product of all the work done upon the earth. They are while doing their part, and a very important part it is, in for ever deforming the very nature of the child.

The tact in managing children which is a matter of temperament—perhaps—some teachers and some mothers have it by instinct; others, with equally good intentions, are sadly lacking in it, and this tact makes a wonderful difference in a boy's success in school. Study a boy "of good principles," as he himself says; a boy who will do right, but who is greatly occupied with his own life, his own ideas, plans, and wishes—often unreasonable and impracticable, but to be treated with consideration because the

very own. At the primary school, where the teacher is kind, sympathetic, active, and inspires enthusiastic work, he grades high—96, 98, 97, and earnestly *strives* after 100. In the grammar school he grows indifferent, if not discouraged, and brings home a report of 81, 78, 73—a little shamefaced, but evidently more vexed than grieved. This shows distinctly a change for the worse, owing to the comparative influence of two teachers in an inverse proportion to the acquirements.

Nothing is harder than keeping up to one's best. Nothing is better worth the effort it costs. The teachers who find it difficult to get from their pupils the best work they are able to do, have perhaps failed to reach their own best as teachers. Very likely they are quite unconscious of the weak points which their boy critics have discovered.

"She looked so disgusted." "She only laughed." "O, she don't see." Light comments like these show that every shade of the teacher's manner is studied and interpreted by the keen eyes upon her. It is not the boys and girls alone whose principles are brought to the test. The teacher, too, is weighed in the balance in these small emergencies of daily school routine. The boy sees, or at least he feels, what the teacher really feels—the force of the teacher's sense of duty; her sense of the sacredness of truth, or the beauty of courtesy. What is true courtesy? No virtue is less practiced toward children, it seems to me. It is not made up of two elements—the sincere desire to promote the happiness of those about us, and a genuine respect for the individuality of another? I believe that children are far more sensitive in these matters than is generally believed. The same delicate respect should be shown for their feelings which we wish them to observe toward others.

The boy who is not plastic, imitative, easily managed, who is very apt to be "trying" may be, and probably is, the very one who will develop, if rightly guided, the most individual power, and do himself and his teachers the most credit by rendering useful service in the field of active life. Have patience with him, O much-tried teachers, and remember that in school, as in most of the relations of life, there are usually short comings on both sides, and that all your words and deeds are exposed to the keen scrutiny of your boy critics.—*Mrs. D. H. R. Goodale in American Teacher.*

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The Cincinnati *Enquirer* says that human nature reveals itself in the way it rings a door-bell. Perhaps it does down that way, but up here no one has yet learned to detect the difference between the ring of a bill collector and the man who wants to borrow your lawn-mower.—*Detroit Free Press.*

*SCIENTIFIC TEMPERANCE INSTRUCTION IN OUR PUBLIC SCHOOLS,*

In teaching Temperance from the scientific standpoint many methods must be employed that can not properly be termed "experiments," nor even "object lessons."

Much must be taught the child as facts, just such as historical or geographical or grammatical facts. But I must caution you to obtain incontrovertible facts unmixed with sentiment. You may with little trouble find enough of them and to spare to explain the total abstinence faith that is in you, or ought to be in you; facts less liable to error than historical, less subject to change than geographical, far less subject to entire overthrow than grammatical.

In teaching the deleterious effects of alcoholic drinks on the various organs of the body, also the functional disarrangements caused by them, which is by far the most important part of our work, there are comparatively few experiments that can be performed with the limited amount of apparatus and time at the command of the teacher in a country school. Here then you must instruct by giving illustrated facts, or, according to your pupils' facilities for research, by letting them give you the facts—conducting the recitations with that unimpassioned earnestness that comes from conviction and carries conviction with it.

The Liver will be our topic this month. Apparatus needed, a pig's liver, a dead jack rabbit, and a sharp knife.

Dissecting animals is objectional in many ways but it is the only method of impressing on the mind of the child the relative positions of the heart, lungs, diaphragm, stomach, liver, etc.; once successfully done and thoroughly explained to a pupil it is not necessary to repeat it to him; he will remember what he has seen.

Lay the rabbit on its back on a table and make a longitudinal incision through the skin of the ventral surface from the throat down; then make a transverse one-half way between his fore and hind legs and strip back the four corners of skin. Show the pupils the muscular coat thus exposed. Now carefully cut through the muscles in the same way, draw back the corners and the viscera will lie exposed to view.

Call attention first to the diaphragm which divides the body cavity into two parts; show position of the heart, lungs, liver, stomach, pancreas, and intestines. Tell your pupils that our stomachs and intestines

tines are shaped rather differently from these, but that the relative position is the same and the shape of the various organs so nearly like ours that if they will make a mental picture of this and lay it away somewhere in their brains (this metaphor lays no claim of being anatomically correct), they will have a very clear idea of the construction of their own bodies.

Show the pig's liver, which, being more nearly the size and shape of ours, is better than the rabbit's for specific illustration; call attention to the position, size and general appearance of the gall bladder, and of the delicate membrane surrounding the whole. After the external appearance has been impressed on their minds, cut the liver in two and show the cut surface, calling attention to its porous character.

As to the functions of the liver—what it does and how it does it—there are yet some mysteries. There is an artery sent to it to supply it with nourishment called the Hepatic Artery. The venous blood from the stomach, spleen, and intestines also passes through the liver on its way back to the heart by means of the Portal Vein, which separates into capillaries within the substance of the liver; the constituents of the blood are acted upon by it in a manner not altogether understood. Among other changes effected the albumen is changed, a substance resembling sugar is formed, and fatty matter seems also to be elaborated there. The delicate membranes which surround the ultimate lobules of the liver, the cell walls all through its substance act as filters and by them the bile is separated from the blood; this bile is then discharged through small tubes in the gall bladder, where it is stored for further use in digestion.

Let us fully understand how complicated this gland is: it contains one network of capillaries from the artery which is sent to it; another and different network of capillaries made by the breaking up of the Portal Vein; still another network of biliary ducts. In this indispensable three-to-four-pound laboratory, sugar is manufactured, albumen is changed, fat is made, and bile is filtered out.

Putting it into words suited to the child's understanding, explain all this to him; or at least enough of it so that he may comprehend what you tell him later of the effects of alcohol upon this very important gland.

It is said that no other organ of the body is structurally so affected by alcohol as the liver. One of its characteristics is to catch and hold any foreign active substance that may in any way get into the circulation, and I have the best of authority for saying that the liver of a

drunkard is probably never free from it, and is too often soaked with it.

Now, the liver contains nearly seventy per cent. of water and nearly five per cent. of albumen ; we have learned in previous papers that alcohol is greedy for water and hardens albumen, so we would not suppose that alcohol, in even the smallest quantity, could be introduced into it without in so far deranging its delicate machinery, and so it is. The fine membranes that act as filters become clogged and hardened ; the minute capillaries become closed or destroyed. The liver at first becomes enlarged owing to obstructed ducts and a thickening of the tissues ; then it commences to shrink, to become hardened and rough and this we call a hob-nailed or gin-drinker's liver, an organ unable to perform properly any one of its many important functions ; its capillaries and ducts are strangled, its tissues hardened ; it is an inert mass of tubercles and ulcers, which renders its unwise, unhappy possessor a physical wreck, far beyond any physician's skill.

This extreme case is doubtless rare, but all valuable evidence goes to prove that the harm done corresponds with the amount of alcohol taken, be it little or much, and that the only safe way, where our livers are concerned, is to let alcoholic liquors alone.

IDA M. BLOCHMAN.

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A sensible correspondent from Europe advises American parents to educate their children in their native land. He says : "There are here in Europe multitudes of American children who can speak French and German better than their own language. I met the other evening a family from Ohio and found the son, a boy of twelve, reading 'Cooper's novels and 'Uncle Tom's Cabin' in German. 'I understand them better in German than in English,' he remarked with a strong foreign accent. The parents spoke of the fact with evident satisfaction. Another American family, in which are five daughters who made a great success in science, medicine, painting and music, employ French in their home circle and cannot pronounce an English sentence without making a blunder of some kind."

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New Jersey appears to be badly off for education facilities. Thirty-eight thousand children between seven and twelve years of age do not attend school, chiefly for want of school accommodations, and nearly 35,000 less than twenty weeks in the year. The building of school-houses does not keep pace with the growth of the population.

*OUR NORMAL SCHOOLS.*

We present our readers, in this number of the *JOURNAL* with illustrations of our Normal Schools, accompanied with a brief description of each. When we consider what fine and commodious buildings these are, how well they are furnished with all the modern school appliances, comfortable desks, well selected libraries, museums containing much that is useful, rare and valuable, all under the direction of teachers of long experience and rare ability, we cannot but exclaim: How generously and wisely California is building for the future!

These schools are all free to those who wish to prepare themselves for teachers, only such restrictions being made as will cause them the most completely to carry on the work for which they were organized. All have the same course of study, although considerable latitude is given to each Board of Instruction in the detail of the work. The Normal Schools are managed by three Boards of Trustees of seven members each; the Governor and the State Superintendent of Public Instruction being members of each Board, the other five members being taken from the vicinity of the several schools. Joint meetings of the three Boards are required to be held annually.

## SAN JOSE NORMAL SCHOOL.

The Normal School at San Jose opened the term under exceedingly favorable auspices. The increase in the number of students was so great that it was found necessary to divide the play rooms down stairs into recitation rooms and to make use of all the available space upstairs for the same purpose. The building is now filled to its utmost capacity and if a greater number of pupils is to be accommodated hereafter, additional buildings will have to be erected.

Several changes in the course of instruction have been provided for during the present term. Hitherto the students have been required to attend from six to seven recitations daily. This has been found to unduly strain the minds of the students, not so much because the work is too hard, as because the great number of subjects in which the students had to prepare themselves, made them anxious and nervous in regard to them. Principal Childs and Vice-Principal Kleeberger have decided to give up certain recitations in technical grammar, arithmetic and geography, which can be advisably dispensed with, and by doing so will be enabled to arrange for the course, and at



San Jose State Normal School.

the same time limit the number of daily recitations to four. These will be lengthened from 35 minutes, the time hitherto allowed to a recitation, to 45 minutes each.

Increased attention will be given to music under the instruction of Prof. Elwood and to manual training as directed by J. P. Naas. Both these departments will take an equal rank with others in the school curriculum and the proficiency of the pupils in them will be marked and counted as in other branches. Instruction will also be given in calisthenics and Delsarte exercises. Changes have been made which will increase the efficiency of the training department and more kindergarten work will be required than formerly by the addition of wood carving. Prof. Childs is determined the school shall be first-class in all its appointments and that no pains shall be spared to make it a valuable addition to the educational department of the state.

The attendance at present in the several classes is as follows: Senior Class, 166 pupils; Middle Class, 152 pupils; Junior Class, 202 pupils. There are also 212 pupils in the Training School and 10 visiting teachers.

The Board of Instruction is composed of the following persons:

C. W. Childs, Principal and Teacher of Pedagogy; Mrs. Lizzie P. Wilson, Principal of Training Department and Critic Teacher; Mary J. Titus, Preceptress and Teacher of Pedagogy; George R. Kleeberger, Vice-Principal, Chemistry and Geology; A. H. Randall, Physics and Mathematics; R. S. Holway, Physics and Mathematics; Volney Rattan, Botany and Geography; Lucy M. Washburn, Physiology and Zoology; Helen Wright, Rhetoric; Cornelia Walker, Pedagogy, Grammar, and Reading; Glora F. Bennett, Literature, Grammar, and Reading; Nettie C. Daniels, Grammar and Word Analysis; Mrs. J. N. Hughes, History and Composition; Laura Bethell, Mathematics and Grammar; Gerhard Schoof, Drawing; Fannie M. Estabrook, Reading; J. H. Elwood, Teacher of Music; Ruth Royce, Librarian; Kate Cozzens, Teacher in Training Department; Mamie P. Adams, Teacher in Training Department; Margaret E. Schallenberger, Teacher in Training Department; Nannie C. Gilday, Teacher in Training Department; John P. Nass, Instructor in Manual Training; Mrs. A. E. Bush, Curator of Museum.

#### LOS ANGELES NORMAL SCHOOL.

The Los Angeles Normal School building is pleasantly located on a bluff overlooking the city. It was constructed by the State in 1881



Los Angeles State Normal School.

and 1882, at an expense of about \$60,000. It was first opened for the admission of students in 1882, since which time there has been a steady increase in its enrollment. It has already made a good beginning for a museum, several cases being already filled with birds, minerals and plants, properly classified and arranged for illustrative purposes. The school also possesses apparatus sufficient for teaching the physical sciences to the extent required by the course of study of the school. A fine reference library is accessible to the students during school hours, only such restrictions being placed upon the use of the books as will prevent unnecessary wear. Volumes belonging to the circulating library can be taken to the homes of the students and retained for two weeks.

The last session of the Legislature made an appropriation for the erection and equipment of a gymnasium. It is expected that this exceedingly valuable adjunct to the school will soon be in working order.

The present attendance of the school is as follows:

Junior Class, 102; Middle Class, 91; Senior Class, 62; Post Graduate Class, 4; total, 259.

Besides the above is the Training School, which consists of four grades of the Los Angeles public schools, altogether containing about 150 pupils. These classes are under the charge of regular teachers, thus giving opportunity to the Senior classes in the Normal to apply practically the instruction they have received in methods of teaching and governing.

The Board of Instruction consists of

Ira More, Principal and Teacher of Theory and Practice of Teaching; C. J. Flatt, Vice-Principal, Geometry and Algebra; Emma L. Hawks, Preceptress, English Language and Literature; Melville Dozier, Physics and Bookkeeping; Sarah P. Monks, Zoology and Drawing; Harriet E. Dunn, Rhetoric and History; Josephine E. Seaman, Grammar and Word Analysis; Alice J. Merritt, Geography and Arithmetic; Helen Cooley, Chemistry and Physical Geography; R. L. Kent, Music.

Model and Training School,

Martha M. Knapp, Principal, Third and Fourth Grades; Frances H. Quesnel, Second and Third Grades; Clara Stoltenberg, First Grade.

#### CHICO NORMAL SCHOOL.

The Chico Normal School commenced its first session Sept. 3d. The building, a convenient and imposing brick structure, is conveniently located on grounds donated by Gen. Bidwell. On the first

floor are eight fine rooms for the Training School, the Janitor's rooms, and a large room for the classes in Chemistry. On the second floor are the offices of the Principal and the Preceptress, the Library, five large class rooms and the lavatories. On the third floor, which is reached by a broad central flight of steps and two other side stairways, are four class rooms, the dressing rooms and the Assembly Hall. The fourth floor is intended to be used for a Museum.



Chico State Normal School.

The building is finished in white cedar and is a model of elegance. The furniture is of the most approved patterns and gives to the light, airy rooms, a most inviting appearance. The arrangements for heating and ventilating were made with great care and it is confidently expected that they will be entirely satisfactory. A fine set of physical

apparatus has been ordered and will soon be in place, also a complete working library. Electric bells are placed in the several class rooms, the offices and the Janitor's room and an electric program clock is to be placed in the Assembly Hall. Altogether the building is all that can be desired and the people in the northern part of the State ought to be proud of it as we have no doubt they are.

The school opened with students from twelve different counties. We are informed that they are unusually mature for pupils just entering a Normal School. This is an excellent indication and speaks well for the confidence the school has already gained.

The number of students is as follows: in the Junior Class, 58 pupils and in the Middle Class, 17 pupils. This is a good showing for our new Normal School.

The Board of Instruction is composed of the following:

Edward T. Pierce, Principal and Teacher of History and Pedagogy; C. M. Ritter, Vice-Principal and Teacher of Mathematics; Miss Emily A. Rice, Preceptress and Teacher of Language and Drawing; Minot L. Seymour, Teacher of Science; E. A. Garlisch, Teacher of Music.

#### A GEOGRAPHY GAME.

This game has for a foundation some directions found in an old school paper years ago. Each pupil is to be prepared with pencil and paper. I allow a certain time, say five minutes, for writing all the geographical names beginning with a certain letter which I name, after all directions are given. At the end of the time, the one who has the largest number of names tallies ten.

One pupil is called upon to read his list. As he names each, those who do not have it, raise hands. If no other has the word, if he can tell of what it is the name and where it is, he tallies a number equal to all in the game excepting himself. Otherwise each of the others tallies one.

After his list is finished, others are called upon, until all names are read. Then tally marks are compared and the winner announced.

It is not expected that any name will be used more than once on a paper, even though like Minnesota, it be the name of a state and a river.

Other conditions might be added; as, if pupils speak too low or indistinctly, let each of the others tally one; or, if a name be repeated after having been read by one pupil; or, if it be not the name of a natural or political division.—*E. C. Powers.*


## Reading Circle Department.

### BOARD OF COUNSELORS FOR 1889.

HON. IRA G. HOITT, *Ex-Officio*, State Supt. of Public Instruction.  
 CHAS. E. HUTTON, Principal of High School, Santa Rosa.  
 F. H. CLARK, Principal of High School, Los Angeles.  
 MRS. K. B. FISHER, 2nd Vice-Principal of High School, Oakland.  
 MISS MARY J. WATSON, Principal of Grammar School, Sacramento.  
 M. BABCOCK, Deputy Supt. of Schools, San Francisco.  
 D. C. CLARK, Principal of High School, Santa Cruz.

### OFFICERS OF THE BOARD.

D. C. CLARK, President, M. BABCOCK, Vice-President,  
 MISS LILLIAN A. HOWARD, Secretary and Treasurer.

 All communications may be addressed to the Secretary and Treasurer, Santa Cruz, Cal.

Great educational questions are pressing upon us for solution. Professional spirit and professional pride are demanding for the teachers' calling recognition as a learned profession. There are those in California, who are looking forward to a modification in the laws, such that a professional certificate may be issued to those who are completely and thoroughly equipped. This certificate to be issued is by the highest authority and to be every where recognized.

Are the teachers ready for this step? We fear not. Are they using all the means in their power to prepare for it? No. Teaching will never rank as a profession until teachers recognize themselves professionally.

In the Eastern states much has been accomplished by Institutes, Summer Schools of Methods and Teachers' Reading Circles.

Only by such means can the great mass of the teachers be reached. While California teachers are intelligent, earnest and not excelled by those anywhere in the Union, they must awaken to the great undercurrent of progress that is revolutionizing the systems of education and leaving laggards and time-servers behind and out of the *Profession*.

The Reading Circle is a means brought home to every teacher to help him to help himself. The course of study has been arranged with special reference to the upbuilding of teachers toward a *profession*. *Professional Reading* dominates the course,—*Methods and Habit in Education*, *Mind Studies* and *Psychology*, *History* and *Phi-*

Philosophy of Education—all by the most advanced thinkers and practical educators—cannot but help any teacher. General Literature, Science, and History, each has its place and all combined afford a broad field for selection and work of a most interesting and instructive character.

Teachers of California, we want you to give the Reading Circle your careful consideration. Can you not give to this work one or two hours a week? We urge you to join our ranks, knowing by personal experience and observation, the advantages to be derived. You will become better teachers, more cultured, more enthusiastic, more progressive, and reach more nearly a professional standard.

Let the Secretary hear from you.

The State Board of Counsellors, early in this year adopted five separate courses of study, viz: Professional, Science, Literary, History and Normal. Circulars of Information, including Course of Study, were prepared and nearly two thousand copies distributed throughout the State. Many have availed themselves of the information thus received and have purchased books at the reduced rates and are reading the course outlined, but have failed to notify the Secretary of the fact, or to pay the membership fee. The Board of Counsellors would be glad to hear from all who are reading the Course. The purpose of the Circle is to induce good reading and they are desirous of knowing just how far the Circle's influence extends.

The membership for 1889, is not nearly what it should be. County organizations exist in several counties. Flourishing local circles exist in various places. Encouraging reports come from Los Angeles, Vallejo, San Francisco, Santa Cruz, and from many individual members widely scattered.

The Santa Cruz local circle numbers thirty working members. The circle meets every Tuesday evening. The members pay twenty-five cents per month dues, which secures nice parlors for meetings, pays all expenses, and buys nearly all the books for members. The circle is now studying Rosenkranz' *Philosophy of Education*, Julius Caesar and Plutarch's *Life of Caesar*. This Circle has been in existence three years and has never had less than thirty active members.

Outlines for study have been prepared upon Spencer's *Education*, Jevon's *Political Economy*, Julius Caesar, *Merchant of Venice*, *The Alhambra*, and Burke's *Orations*.

*A SCHOOL GARDEN.*

Flowers, vines, and ornamental shrubs, grow so easily and rapidly in California that I am surprised that a garden hobby never appeared among our teachers. Ignorance of the ease with which a garden can be started and kept up, is the only reason. Let us suppose Miss Blank wishes to have some flowers and ornamental plants about her school-house. When the rains have made the ground soft, she says to the larger boys, "John and Willie can each bring a mat to-morrow; Tom and Harry may bring spades and we will try an experiment."

On the morrow a nice bed 8 or 10 feet wide is made on the side and back of the house—in fact all around it except where the paths and the doors prevent. Pulverize the soil well. If it is adobe get an accommodating trustee or patron to haul a load of sand to mix with the clay soil. Rake the ground smooth and free from clods.

Now for the plants. Here you have a wide choice. Little money may forbid purchases, but if you have "pluck" you need no money. There are hundreds of plants which grow from roots and cuttings, and every neighborhood will have a number of these. Confidently to a florist and ask for cuttings. It will be strange if you do not get some, when you say what they are for.

I have a weakness for variegated leaves and for shrubs that last many years rather than the plant of a few months. I like plants whose roots go deep and do not need watering, which may not be convenient to do on most school grounds. There are many beautiful variegated abutilons now to be had. They grow readily from cuttings and flower in a few months, and last for years. Ants and gophers are fond of them. They also grow from seed. The variegated *Althea* is a beautiful shrub, growing from cuttings, though not so readily as the common *Althea* or *Rose of Sharon*. The Chinese *Hibiscus* bears the most showy flower and is a profuse bloomer.

Geraniums are the easiest plants to grow from cuttings, even some of those *Lady Washingtons* which are so high priced. *Geraniums* also, are kinds with leaves of many colors, as well as a great variety of flowers. *Roses* and *fuchsias* are both grown from cuttings. Some of your children's mothers will root some for you if you ask.

The white and red *Japan quinces*, the flowering almonds, the *berry* (one kind has purple leaves), the *tamarix*, the *deutzias*, *weigela* (one variegated leaves), *euonymus*, *privet*, *pomegranate*, and a number of other common shrubs grow quite readily from cuttings.

The old fashioned ribbon-grass, the beautiful eulalias, the chrysanthemums, rinca, madeira vine, and many other plants can be had rooted from some clumps in your patrons' gardens. The last named is the most rapid grower in all soils I know of among the vines; a single potato like root will cover a hundred square feet of house or fence in a very few months with its glossy green vines.

Marguerites grow readily from seed or cutting as does the dusty miller. A row of the latter if you keep the blooms off, will be beautiful the whole year.

Callas require lots of water, but cannas are easily grown in wet or dry soil once they get a foot-hold. You can get roots by division, or seeds—the former is preferable. Ageratum blooms the entire year in my garden, and is very easily grown. If you buy seeds try some of the Amaranthus, the most gorgeous plants in my garden. Slips of oleander and many other plants are easily rooted by sticking them in a small bottle of water and hanging the bottle in a window. Pupils should be cautioned about the poisonous nature of these, of the beautiful castor beans and several other plants.

A letter sent to your Congressman will bring you many packets of flower seeds and a little postage will get some plants, etc., from the State University. Talk over your plants with the mothers. You will find many a one you thought dull and ignorant, who can give you as much instruction about flowers and plant raising as you might be able to give her in grammar. She will show you how to raise slips of the brilliant coleus, half ripe cuttings of the showy hydrangea put under a cracked lamp chimney, or sprigs of the tender begonias. Pupils will bring roots and bulbs, and keep out the weeds with nimble fingers. The boys—well they will laugh at first, but they will take pride in the flowers if you but give them a little encouragement.

Neighboring schools will follow your wise example and other teachers beg your choicest cuttings and roots. Your love for plants will surely grow as you feed it and in a few years you will as soon think of teaching without a blackboard as without a garden and of the two I believe the latter could be made the more useful.

C. M. DRAKE,  
Springville, Ventura Co., Cal.

The school officials of Boston have posted notices in all the school buildings of that city, forbidding the chewing of tobacco by the pupils. They have even posted the notice in the Girls' High School building, much to the indignation of the young women.

## EXPERIMENTS WITHOUT APPARATUS.

Any teacher can, by a few simple experiments performed the first day of school; so interest the pupils that they will, from the beginning like the school, while, at the same time, they will gain information which will benefit them not only the entire term, but all through life. This is the object teaching which results in permanent benefit. Here are a few suggestions which can be improved, and will lead to an infinite variety of useful investigations :

*The Green of Leaves.*—Immerse a few blades of grass or leaves of some plant in alcohol. The clear liquid will be colored green and the leaves will become white. This is an explanation of the green color in vegetation. It is held by a waxy substance, which alcohol dissolves, and then the green coloring, *chlorophyl*, is washed out.

*Attraction of Cohesion.*—Cut an apple in two with a sharp knife. The pieces may be put together so as to adhere.

This is cohesion, the minute particles are held together by the attraction among the particles, the air being excluded between the pieces, and the pressure of the air on the outside of the apple keeps them in place. Wet pieces of paper are a striking example of the same principle.

*Acid and Vegetable Blues.*—Boil a few leaves of common red cabbage, cut them in small pieces in water just sufficient to cover them. Add a few drops of vinegar or lemon juice to the liquid, the beautiful purple will at once turn bright red. A little wash soda, or a few drops of ammonia, or lime water, will restore the purple color.

*Fresh Air.*—Set a lighted candle on the table and invert a glass jar over it. The candle will soon burn dimly, and after a little the flame will be extinguished. This is due, to the oxygen in the jar being consumed by the flame. Similarly the oxygen is used up in a tight room, where there is no ventilation, causing the burning out of the flame of life.

*How Plants give off Oxygen.*—Put some green leaves beneath an inverted glass filled with water, and place it in the sunshine. The leaves will send off bubbles of oxygen, which will fill up over the water. It will be instructive to watch this from day to day.—*National Educator.*

Customer (to grocer)—I want to get a pound of your old cheese.  
Grocer—All right, sir. I'll send it around in five minutes. Customer  
—All right ; and let it bring a couple of crackers with it.

## Official Department.

OCTOBER, 1889.

IRA G. HOIT, State Superintendent Public Instruction, : : : : EDITOR.

### EXPERIENCE REQUIRED FOR EDUCATIONAL DIPLOMAS.

*Q.*—A teacher has taught four years in another State with a First Grade Certificate and two years in California, upon a Second Grade Certificate. Would said teacher be entitled to an Educational Diploma upon the recommendation of the County Board of Education?

*A.*—Such teacher cannot be granted an Educational Diploma. Our law requires that a Grammar Grade (or a higher) County Certificate of this State be held for one year in addition to the five years' experience, before a teacher becomes entitled to an Educational Diploma.

### MUSIC.

*Q.*—Is the teaching of music optional?

*A.*—No. The law is compulsory. The word *must*, in Section 1665, does not mean *may*. Besides I do not think anything better can be done to aid the government of the school than teaching children to sing.

### USING SCHOOL HOUSES FOR OTHER THAN SCHOOL PURPOSES.

*Q.*—Is it right to use our school house for an "Admission Day" celebration?

*A.*—Trustees have a general control of the school property and must decide for themselves what is right, in the matter of using the school house for other than school purposes, unless they have received instructions from the qualified electors of the district according to part of subdivision twentieth of Section 1617. In which case, said instructions must be carried out. My own opinion is, that the use of the school house for meetings that are patriotic or literary and entirely decorous, is permissible. In many other cases which I have heard of, use is unjustifiable and entirely wrong.

## SCHOOL DISCIPLINE.

*Q.*—All the children in the district but two have been compelled to leave school because the teacher cannot keep order; the trustees are not inclined to remedy matters. What course would you advise?

*A.*—In this case the best way for you to proceed is to make specific charges of incompetency, to the County Superintendent and trustees, present your proofs and ask for the removal of the teacher.

## NECESSARY SCHOOL FURNITURE.

*Q.*—We have no teacher's chair, desk or book case for library. Must we wait till an eight months' school has been maintained before supplying these articles?

*A.*—It is most certainly the duty of the trustees to provide a teacher's chair and table in the beginning of the term. Section 1617, subdivision third of the law, specifies this duty. They should also provide some kind of a case for the library books, as Sec. 1717 makes them accountable for the proper care and preservation of the library.

## TEACHING ON HOLIDAYS.

The numbers of this journal for August and November, 1887, and for October, 1888, contain official decisions on this point. We will repeat once more:

*Q.*—Are teachers who are employed by the month entitled to pay for legal holidays?

*A.*—Yes. The teachers did not establish the holidays and are not responsible for them.

*Q.*—Can a teacher who purposely, or through forgetfulness of the day, teaches on a legal holiday, demand pay for that day?

*A.*—No *extra* pay can be allowed for such a course. He is entitled to his pay if he does *not* teach, and should receive no more if he *does* teach.

*Q.*—Can he teach on a legal holiday and then take some other day in its stead? Have trustees a legal right to allow such substitution?

Since certain holidays were established by law, it is understood that all public schools are to be dismissed on those days, and it seems to me that it would be contrary to the spirit of the law to teach on those days and would establish a bad precedent to substitute other days for them. As was said in a former decision, if a teacher could make such a change for one day, he could also make, with just as much propriety, a change for any week when it did not suit his convenience.

to teach and thus vary the time of the whole term. Trustees have no legal right to allow it and ought to deduct the salary of any teacher for the day taken in substitution for a legal holiday.

*Q.*—May teachers teach on legal holidays and count such time as extra, thereby shortening the term by so many days?

*A.*—Teachers have no legal right to do any such thing. They might as well claim that they had a right to teach on Sundays and count that time as part of the term. County Superintendents should discountenance such a course and trustees should not allow it.

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USING BALANCE OF COUNTY FUND.

*Q.*—After an eight months' school has been maintained, can trustees draw on the balance in County Fund to pay for apparatus, there being no money in Library Fund?

*A.*—They have a right to spend such balance for apparatus if they think best, or for any legitimate claim against the district.

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TRUSTEES FURNISHING SUPPLIES.

*Q.*—Has a trustee, when in general merchandise business for himself, a right to furnish supplies to his own district?

*A.*—I consider that Sec. 1876 of the Political Code, debars a trustee from having any transaction with the school of his district whereby he receives in pay any of the school money.

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TEACHING WITHOUT A CERTIFICATE.

*Q.*—May a teacher, whose work is more than he can well attend to, employ an assistant who has no certificate, if he pays her from his own means?

*A.*—Doing this would render the district liable to forfeiture of apportionment. Section 1860 of School Law is imperative on this point.

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THE STATE EDUCATORS.

DIPLOMAS ISSUED TO A LONG LIST OF APLICANTS.

The State Board of Education met at the office of Superintendent Hoitt, September 20th, a full board being present. Professor C. W. Childs, who was recently elected Principal of the State Normal School at San Jose, made his first appearance at the Board, taking the place vacated by Prof. Allen.

After some discussion it was decided to postpone the preparation of the Advanced Geography of the State series until after the Elemen-

tary Geography is issued. Supt. Hoitt opposing the postponement. The Elementary Geography was submitted in type, together with comments and suggestions by various teachers.

The supervision of the preparation of a book on Civil Government was given to Professor Childs. Communications from several persons proposing to write the book were received and referred to Prof. Childs.

The following memorial concerning the retirement of Prof. Allen was on motion of Prof. Moore ordered spread on the minutes.

Prof. C. H. Allen having withdrawn from the work of active teaching, after a continuous work of sixteen years on this Board, a service of marked ability and faithfulness, and extending through much of the formative period of our public school system, we, therefore, his coadjutors and successors, take this occasion to express our regret at his absence, and wish him the fullest measure of rest and quiet and contentment in the retirement he has chosen, and may his best years which should always follow a successful life of active service.

The following educational diplomas were then awarded:

Maud G. Ayer, Kate Ames, Barry M. Bainbridge, Jessie Bainbridge, H. Mead Bland, Milly C. Burton, Paul Boman, Nellie M. Brown, Albert C. Barker, Clara Barton, Norman J. Barry, Bessie Barnes, Ella Bowler, Rebecca M. Boukowsky, Anson E. Buckley, George Brown, Lillian A. Cross, Virginia Calhoun, Florella Campbell, George W. Cartwright, Agnes P. Conant, Lizzie A. Dunlap, Clara M. Diehl, Otis M. Doyle, Tillie Durner, Annie Darling, Phileta Estinghausen, Alice E. Evans, Celesta Easton, Aaron W. Frederick, Lou Farmer, Walter L. Gay, Ella B. Geary, John M. Griffith, Lizzie B. Greer, Emma L. Garness, Minnie E. Grover, Florence Hays, Ida B. Herman, Minnie W. Hopkins, Clara E. Hogshead, Daniel P. Haynes, Arthur L. Hamilton, B. L. Hogshead, Ethel S. Ingalls, Emma M. Jensen, Hattie M. Keating, Lulu G. Kraus, Maggie T. Keady, Mrs. Mattie LaGrave, Anna E. Lane, Warren Loree, Mary A. Lynch, Harry W. Lynch, Chas. H. Mitchell, Eliza M. Meader, E. Clarissa Morris, Abby McLaughlin, Susie M. McFeely, Mollie McManus, Jennie McLaren, Mary E. Norton, Alice Palmer, Maude M. Pearce, Ella G. Pryal, Mary F. Potter, Minnie I. Read, Lucy A. Rogers, Georgia Ray, Lorena I. Shaw, Amanda Simmons, Rebecca B. Smith, Walter H. Stone, Mattie H. Shattuck, Annie L. Stephens, Francis M. Strang, Mrs. Laura B. Sears, Lillian E. Sibley, Mary L. Tibbets, Annabel Tuttle, J. Alfred Tyler, Emma L. Turner, Sarah E. Vore, Louis Weber, Jas. Read Watson, Flora A. Wood, Virna Woods, Lottie J. Johnson.

The following persons received life diplomas:

Joseph A. Adair, Benjamin F. Allison, Judson Appley, Annie Austin, James G. Beaty, John T. Bevan, Gordon Bowman, Mrs. Kate A. Brincard, Anson E. Buckley, Annie D. Burnett, Selina Burston, Mrs. Mary T. Camblien, Wm. H. Carlin, Mary L. Crittenden, Delia Curtis, Helen W. Davis, Louis Debrish, Wm. O. Dickson, Alice M. Dodson, Luella Duncan, Robert H. Dunn, Lavina Estill, Cicero P. Evans, Rose A. Everett, Luther M. Frick, Allen R. Galloway, Benjamin V. Garwood, Finis W. Guthrie, Abbie I. Hails, Libbie S. Heney, Alva Hill, Kate Hodgkinson, Mrs. Nora H. Hornick, Mrs. Alice O. Howard, Ida L. Hunt, Mrs. Alice L. Hudson, Walter R. Hussey, Mary A. Kane, Mrs. Martha B. Keeler, Jean S. Klink, Sallie C. Miller, Grace D. Minor, Ida V. McDonald, Gertrude E. McVenn, Mrs. Alice C. Paris, Eben H. Parnell, Mollie J. Phillips, Thomas J. Phillips, Thomas S. Price, Cassie M. Radford, Josie Reardon, Mary T. Redmond, David C. Reed, James H. Renfro, Hannah M. Rich, Mrs. Lizzie W. Rowell, George C. Russell, Caroline M. Sexton, Alice Smallfield, E. Louise Smythe, Letitia Summerville, Mrs. Cora E. Tabor, Charles M. Vrooman, Ida B. Weed, Mrs. Martha A. White, Mrs. Kate M. Wilkins, David Williams, Thomas M. Wilson, Margaret Wythe.

#### ATTENTION TO THE SCHOOL LAW.

Letters of inquiry which I have received from various teachers in the State have lead me to believe that there is, in some quarters, a lamentable lack of knowledge of the School Law. All teachers should be familiar with the provisions of the law especially which pertain to their own duties. I take pleasure in calling the attention of teachers and Superintendents to the following circular issued by Superintendent Furlong of Marin County, and most earnestly urge other Superintendents to take some similar action.

OFFICE OF SUPERINTENDENT PUBLIC SCHOOLS, }  
SAN RAFAEL, August 1, 1889. }

*To the Teachers of Marin County :*

The many changes in the statutes governing our public school system, made by the last legislature, necessitated a new edition of the school laws of the State. A copy of this revised addition has been sent to you, to be placed in school library for teacher's use. This law is your guide and rule of action. The County Course of study is in conformity with it. *Both must be strictly followed.*

Since teachers' duties, powers and privileges, their relations to their districts and their responsibilities to other school officers are all

defined in the school laws, it is highly important that teachers should be familiar with those statutes that so intimately concern them and their work.

While a study of our educational system and of the legal machinery that keeps it in operation is valuable to all citizens, it is to teachers *indispensable*. Embarrassments of different kinds—loss of time, of salary, sometimes of position—are penalties that teachers not infrequently bring upon themselves from not knowing prescribed duties. It is respectfully urged upon the teachers of Marin that the school laws of the State be studied until their provisions are mastered.

That such a course of study may be uniformly carried out, I hereby announce to teachers that at the Institute session to be held in San Rafael, April, 1890, an examination in School Laws of California will be given, to which all teachers employed in Marin county public schools will be subject.

The examination will be conducted in writing, on questions (twenty or more) submitted by Supt. of Schools, and relating to those sections most important to teachers.

It is believed that teachers of the county will cheerfully assent to a measure that is so manifestly for their interests and for the good of the school system.

The County Board of Education heartily endorses the project, and its members will be examined with other teachers.

Very respectfully

ROBT. FURLONG,  
Co. Supt. Public Schools.

The executive committee, of the State Teachers' Association, met at the Occidental Hotel, San Francisco, Sept. 20th. Pres. More, of Los Angeles, J. T. Hamilton and M. Babcock, of San Francisco, D. C. Clark, of Santa Cruze, E. T. Pierce, of Chico, and the secretary, Miss M. E. Morrison, being present. It was decided to hold the next meeting Dec. 31; 1889, Jan. 1 and 2; 1890. Due notice will be given in the JOURNAL of detailed arrangements.

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In some unaccountable way the State Apportionment for 1888 was given to the printer and published in the JOURNAL last month as the apportionment for 1889. The following is correct, and should have appeared in our September issue. [ED.]

## APPORTIONMENT OF SCHOOL MONEYS.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }  
SACRAMENTO, August 2, 1889. }

Total number of census children between five and seventeen years of age entitled to receive school money, 275,302; amount per child, \$1.66; amount apportioned, \$457,001.32.

COUNTIES.	Number of Census Children.	Amount Apportioned.
Alameda.....	21,994	\$36,510 04
Alpine.....	88	146 08
Amador.....	2,858	4,744 28
Butte.....	4,202	6,975 32
Calaveras.....	2,424	4,023 84
Colusa.....	3,292	5,464 72
Contra Costa.....	3,440	5,710 40
Del Norte.....	484	803 44
El Dorado.....	2,229	3,700 14
Fresno.....	6,437	10,685 42
Humboldt.....	5,889	9,775 74
Inyo.....	609	1,010 94
Kern.....	1,783	2,959 78
Lake.....	1,892	3,140 72
Lassen.....	1,012	1,679 92
Los Angeles.....	27,799	46,146 34
Marin.....	2,530	4,199 80
Mariposa.....	964	1,600 24
Mendocino.....	4,305	7,146 30
Merced.....	1,617	2,684 22
Modoc.....	1,420	2,357 20
Mono.....	303	502 98
Monterey.....	4,518	7,499 88
Napa.....	3,516	5,836 56
Nevada.....	4,269	7,086 54
Placer.....	3,005	4,988 30
Plumas.....	1,031	1,711 46
Sacramento.....	7,417	12,312 22
San Benito.....	1,997	3,315 02
San Bernardino.....	5,990	9,943 40
San Diego.....	8,319	13,809 54
San Francisco.....	60,642	100,665 72
San Joaquin.....	6,238	10,355 08
San Luis Obispo.....	4,402	7,307 32
San Mateo.....	2,491	4,135 06
Santa Barbara.....	4,480	7,436 80
Santa Clara.....	11,853	19,675 98
Santa Cruz.....	4,637	7,697 42
Shasta.....	3,236	5,371 76
Sierra.....	1,063	1,764 58
Siskiyou.....	2,670	4,432 20
Solano.....	4,476	7,430 16
Sonoma.....	8,527	14,154 82
Stanislaus.....	2,376	3,944 16
Sutter.....	1,309	2,172 94
Tehama.....	2,718	4,511 88
Trinity.....	757	1,256 62
Tulare.....	6,063	10,064 58
Tuolumne.....	1,596	2,649 36
Ventura.....	2,520	4,183 20
Yolo.....	3,408	5,657 28
Yuba.....	2,207	3,663 62
Totals.....	275,302	\$457,001 32

A meeting of Contra Costa Institute was held at Martinez, Sept. 16th to 20th, with every teacher in the county present. State Supt. Hoitt was in attendance during two days, and Prof. Allen led during the instruction hours. An excellent method of keeping up the interest of the teachers, pupils and parents is followed in this county, by the publication of a catalogue of the names of the pupils of every class, with the promotions indicated. This Institute was the first which State Superintendent Hoitt has been able to attend in Contra Costa county. He was heartily welcomed by the people of Martinez, and the teachers of the county, at a social gathering on the first evening. He took an active part in the discussions of the Institute, and lectured on Thursday evening, and the teachers gave him credit for much valuable advice and assistance. The Institute as a whole was a very great success.

#### COUNTY INSTITUTES.

Humboldt, Oct. 1st; Monterey, Oct. 1st; Alameda, Oct. 2d; San Benito, Oct. 7th; Ventura, Oct. 14th; Calaveras, Oct. 15th or 22d; Sutter, Oct. 16th; Amador, Oct. 23d; Modoc, Oct. 28th; Napa, Oct. 28th; Placer, Nov. 4th; Kern, Nov. 11th; Tulare, Nov. 12th; San Joaquin, Nov. 25th; Sacramento, Nov. 25th; Mariposa, Nov. —th; Shasta, Dec. 16th; Tehama, Dec. —th; Tuolumne, April, 1890; State Teachers' Association, Dec. 31st-Jan. 2d, at Los Angeles.

#### THE PUBLIC SCHOOLS OF CALIFORNIA,

FISCAL YEAR ENDING JUNE 30, 1889.

#### *To the Superintendents of Schools and Teachers of California :*

The following figures and comparative statements concerning the condition of the public schools and the progress made therein during the year ending June 30, 1889, will show something of the results of your labors. I am, therefore, confident they will be of interest to you as well as to the general public:

Total number of children between five and seventeen years.....	275,302
Increase over 1888.....	4,802
Total number of all ages enrolled in public schools.....	215,906
Increase over 1888.....	8,665
Total number of children attending private schools.....	21,046
Increase over 1888.....	278
Total increase in the number of children attending all schools in the State, over 1888.....	9,133
Average number of children belonging to public schools.....	154,459
Increase over 1888.....	12,103
Average daily attendance.....	143,733
Increase over 1888.....	11,506
Percentage of daily attendance on average number belonging.....	.93
Increase over 1888.....	.30
Number of pupils enrolled in high schools.....	2,928

Decrease from 1888.....	10
Number of new districts organized.....	139
Districts maintaining school over eight months.....	2,119
Increase over 1888.....	437
Decrease in number of districts maintaining schools less than eight months.....	240
Total number districts existing.....	2,811
Increase over 1888.....	99
Total number of schools.....	4,324
Increase over 1888.....	322
Average number of months schools were maintained in all the schools of the State.....	8.02
Increase over 1888.....	.41
Number of new school houses erected.....	218
Increase over 1888.....	68
Total number of school houses in State.....	2,997
Number of school houses built with wood.....	2,895
Number of school houses built with brick.....	102
Valuation of school houses, sites, and furniture.....	\$12,031,278 00
Increase over 1888.....	2,230,750 00
Value of school libraries.....	540,828 00
Increase over 1888.....	24,786 00
Value of school apparatus.....	272,664 00
Increase over 1888.....	26,454 00
Total valuation of school property.....	12,844,770 00
Increase over 1888.....	2,280,990 00
Number of male teachers.....	1,151
Increase over 1888.....	65
Number of female teachers.....	4,104
Increase over 1888.....	252
Total number of teachers.....	5,255
Increase over 1888.....	317
Number of teachers who have graduated from California State Normal Schools.....	840
Increase over 1888.....	113
Number of teachers who have graduated from other Normal Schools.....	321
Increase over 1888.....	56
Percentage of the total number of teachers who are graduates from Normal Schools.....	22
Increase over 1888.....	2
Number of teachers who subscribe for some educational journal.....	3,441
Increase over 1888.....	595
Number of Institutes held.....	46
Number of teachers who attended Institutes.....	4,811
Increase over 1888.....	447
Percentage of attendance.....	.91
Number of school visits made by County Superintendents.....	5,954
Increase over 1888.....	821
Number of school visits made by Trustees.....	15,925
Increase over 1888.....	3,427
Number of school visits made by other persons.....	115,281
Increase over 1888.....	18,012

## RECEIPTS.

Balance on hand July 1, 1888.....	\$810,918 82
Received from State apportionment.....	2,507,483 35
Received from county taxes.....	1,289,074 10
Received from city and district taxes.....	1,153,181 54
Received from miscellaneous sources.....	337,006 91
Total receipts.....	\$6,097,663 72
Increase over 1888.....	965,250 05

## EXPENDITURES.

Amount paid teachers' salaries.....	\$3,343,191 80
Paid for rents, repairs, fuel, and contingent expenses.....	624,810 95
Amount paid for school libraries.....	59,522 72
Amount paid for school apparatus.....	33,791 82
Total current expenditures.....	\$4,061,317 29
Amount paid for sites, buildings, and school furniture.....	935,548 42
Total expenditures.....	\$4,996,865 71
Increase in total expenditures for all purposes over 1888.....	\$675,484 25
Balance on hand July 1, 1889.....	\$1,100,798,01

A brief analysis of the above figures will show that there was expended about 15 per cent more for all purposes in conducting the public schools for the year ending June 30, 1889, than for the year ending June 30, 1888. For this increased expenditure, the State has two hundred and eighteen new school houses erected during the year, and the schools must be credited with a daily average attendance of eleven thousand five hundred and six more pupils than attended the public schools in the year ending June 1888, and an average increase in the length of school terms of nearly two weeks.

It shows an increase of 2 per cent. in the number of teachers who have professional training for their work in Normal Schools; and strong evidence that our teachers are more than ever determined to keep up with the times, and strengthen their professional standing, is shown by their increased attendance at County Institutes, and by the greater number (595) who subscribe for and read some educational journal.

That School Trustees are more attentive to their duties is indicated by the increased number of visits (3,427) made by them to the schools, and the eighteen thousand and twelve more visits by parents and friends of the pupils bespeak an augmented interest amongst the people in the work of education, while County Superintendents have shown a growing appreciation of their duties, by making eight hundred and twenty-one more visits than during the previous year.

The foregoing figures and statements compiled from the reports of County Superintendents, together with my own extensive and careful observations in the Institutes and class-rooms, constrain me to congratulate you and the people of California, upon the fact that the schools of the State were never in better condition than at present, that the Superintendents and teachers never evinced a better spirit of emulation nor a stronger determination to excel in their work. Therefore never before have the people received a larger equivalent for the money expended in conducting the public schools.

But with all the improvements thus far made, our schools are yet far from perfect. I therefore urge you, with your willing hearts and ready hands, to continue your endeavors to make our schools not only better than their own past, but superior to any others to be found in the land, remembering it is not where we stand, but in what direction we are moving, that is to benefit mankind the most.

Very sincerely yours, IRA G. HOIT,  
Supt. Public Instruction.

## Editorial Department.

We desire to make a plea for our State Normal Schools. Each is engaged in a noble work; a work which from its nature must unavoidably influence all grades of society as long as these schools shall exist. All friends of education are interested in their welfare and are pleased with their prosperity. We fear, however, that in many instances this interest is of a passive nature. This possibly may arise from the fact that a lack of knowledge of the workings of the schools, their aims and efforts, has prevented a more active interest in their welfare.

Since each school is endeavoring to collect materials for a museum we suggest that the teachers of the State "from San Diego to Siskiyou and from the mountains to the sea" send, from time to time, specimens of minerals, woods, plants, insects, etc., to one or all of the normal schools for identification and preservation. California, embracing as it does such a variety of climate, soil and geological formation, is particularly rich in both her flora and fauna. Teachers as a class have considerable leisure and how could their vacation rambles be more satisfactorily spent than in making collections for the Normal School Museums? We presume this duty, for it really is one, has been suitably presented to the pupils in the normal schools from time to time, still a gentle reminder in the *Journal* will not come amiss, and besides, many of our teachers have never attended either of these schools and a word to them may awaken an interest in the general cause of education which will result in much good.

- If this practice of collecting specimens of the natural products of the State and forwarding them to the Normal School museums were carried out by our teachers the time would soon come when each school would be, not only a center of attraction for its immediate neighborhood, but an object of interest to scientific men abroad. We forbear mentioning the value a well equipped museum would be to the students of these schools in preparing them for their future work because this value is so obvious. We appeal then to teachers and friends of education throughout the State not only to remember the museums of the Normal Schools, but to show their interest in them by donations of specimens.

## THE PACIFIC EDUCATIONAL JOURNAL.

accordance with a resolution passed at the summer session of the Teacher's Association held in Monterey, that the chair of the committee "to ascertain by means which shall be most efficient experience of their teachers with kindergarten pupils entering the primary grades of the public schools," said committee to report at the meeting of the Association in Los Angeles, President Clark has appointed the following committee: Supt. W. W. Seamans, Los Angeles; Dept. State Supt., Mrs. Julia B. Hoitt, Sacramento; Supt. J. Anderson, San Francisco; Supt. J. W. McClymonds, Oakland; Supt. F. P. Russell, San Jose.

We are informed by James H. Canfield, the recent secretary of the National Educational Association, but its present worthy president that copies of the proceedings of the Nashville meeting will be ready for distribution about December 15th, 1889. If the several district libraries of the state could receive each year a volume of the proceedings of the N. E. A.; the teachers of California could, if they saw fit, be kept in close sympathy with the best educational thought of the day.

We wish to express our obligations to Mr. Young, the State Printer, for kindly loaning us the cuts of the Normal Schools to use in illustrating the current number of the JOURNAL.

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rats and vermin, your fellow citizens for the imaginary co-partners, and yourself for the man I have described, to realize the position you place yourself in politically, when you say that you do not want to come in contact with the riff-raff at political meetings and that so long as Bosses and their Henchmen have control of politics you do not intend to concern yourself with it."

"Is not the existence of Boss rule the strongest reason why you *should* concern yourself with politics, that, so far as lies in your power, it may be checkmated and overcome?"

"Should not the very knowledge that Bossism has become so powerful and so dangerous a factor, prompt you *all the more* to use your voice, your influence, and your vote in defeating corruption and in maintaining the purity of the ballot?"

All my eloquence however was of no avail. My respected neighbor could not *then* be made to see that it was his duty, not only to cast his ballot on election day, but also to attend the Caucus and the Primary, the very fountain heads of American politics; the very places where the most political good and the most political evil is accomplished.

Some months later, however, this same unselfish patriot conceived the idea that it was greatly to the interest of the community that he should be elected to fill an important position. It was only *then* that he realized how grave a duty it is to attend caucuses and primaries.

It was surprising to see how self-sacrificing he could become; how he forgot all about his comfort and his convenience. How little he now deemed it beneath his dignity to mingle with the riff-raff at the Caucus and the Primary. How he hobnobbed with the Bosses and their Henchmen, and what a profound respect he had seemingly acquired for these worthies.

The indifferent citizen had for once become an ardent patriot, burning with a self-sacrificing zeal to serve his country and his people.

Would that my worthy neighbor were an exception. Would that he were not the standard of average citizenship. Would that motives higher than that of immediate gain or individual honor prompted men to perform faithfully the duties of citizenship.

But alas, my respected neighbor is no exception. Alas, that in his indifference to the duties of citizenship he fairly represents the average respectable voter. Alas, that the caucus and the primary should know him not, except when his own interest or ambition, or the interest or ambition of his immediate friends is concerned.

Do I overstate the case? Am I dealing in exaggeration? Have I been unfair in my statements?

Let us see. Name any city within the boundaries of our nation and politically what, as a rule, do we find? Are we likely to find public places filled by the men morally or mentally best fitted for them? Are we likely to find in the departments of public service those chosen for their merit? Or looking into our halls of legislation, will we find in them men sent because of their wisdom or integrity? because of their right doing and right living; because of their knowledge of the law or because of the well known purity of their lives or their motives?

Do we find State and municipal affairs conducted as a rule with the same intelligence, the same spirit of economy that is exercised even the smallest private enterprises? Do we, as a rule, find men in the high and responsible positions of public school Directors who are fitted, by education and by the moral position they occupy in society, to intelligently and conscientiously perform the sacred duties entrusted to them?

If, as a rule, we do not find the best possible men filling public places or in our halls of legislation, if as a rule, we do not find public service intelligently, honestly and economically conducted, what is the cause?

Can it be that the dishonest, the corrupt, the unprincipled, the careless, and the incompetent are, in our country, found in the majority, or can it be that our States and our municipalities offer such little pay for services rendered, that men of even moderate abilities cannot afford to accept public office?

Quite the contrary. In spite of loose public methods, in spite of strong temptations to speedily acquire wealth by questionable methods, no other nation has attained so high an average standard for honesty for fair mindedness, for intelligence and for capacity.

The continued existence of this nation as a republic is in itself the strongest evidence that the majority of its citizens are honest, upright and conscientious; were they otherwise, peace and protection must soon give way to strife and loss of liberty; were they otherwise, right must soon give way to might, and the weak soon become the slave of the strong; were they otherwise anarchy, with all its terrors must soon assert itself, to be followed by a most despotic form of government.

As for official salaries, excepting the extravagant sums paid to the crowned heads of Europe and their families, sums varying from \$6,000 to \$25,000 per day, and excepting perhaps the salaries paid the official

## THE INFLUENCE OF THE PUBLIC SCHOOLS.

of Royalty and the Judiciary, for all of which millions of weary are burdened with unbearable tax rates, no other nation asks less of its public servants or pays them more liberally than does this.

How comes it then that we pay so much for public service and so little in return, that we so often ignore the honest, the capable, the conscientious aspirants for office, and elect those lacking these qualities?

How comes it then that laws known to be vicious, known to be against the interest of private persons or corporations, and against the public good or public morals are so often enacted, while measures to remedy existing evils or to broaden the channels for good are so strangled in Legislative halls. How comes it?

It comes simply from grave political indifference on the part of the decent citizenship throughout the nation.

It comes from all that is decent, all that is moral, all that is in our body politic, having more regard for comfort, for convenience and for profit, than for the performance of the high duties of citizenship.

It comes from the intelligent and the respectable citizen running away from the caucus, the primary and the polls, from leaving the political parasite, the political wire puller, the political bootlicker, the political pest who is slowly, but surely, undermining the very foundations of free government, to manipulate the political machinery in a way to suit his own dishonest and unscrupulous ends.

Though it be true that, as compared with the subjects of Austria, of Germany and even of Great Britain, the average American citizen takes great interest in the affairs of the Government, it must be remembered, that the Kingdoms and Empires of Europe are largely paternal in their form of government, and that political self-reliance on the part of subjects, is discouraged by Royalty.

The Monarchical subject, as a rule, has little conception of political liberty, and having been thoroughly educated to unconsciously submit to a host of petty restrictions and impositions which an American citizen would fret and chafe and finally rebel against, is quite content to be let alone and to escape with the least possible demand on the part of exacting Royal Tax-gatherers.

Not so with the citizen of a Republic such as this. Government and law-making is not here usurped by those claiming a divine right to these privileges. Here, the citizen is his own Governor, and his own law-maker. Hence, in order that his laws and his Government afford him the greatest happiness, the greatest liberty and the greatest protection, it is imperative that he take a far deeper interest

affairs of Government than the subject who is educated to lean upon the paternal arm of a Royal Sovereign.

Passive and indifferent subjects are great aids in *preserving* Monarchies. Passive and indifferent citizens are great aids in *destroying* Republics.

If then, our Republic is to be maintained and strengthened and perpetuated, it is imperative that political indifference be made unpopular; that the citizen who neglects his political duties in time of peace be looked upon with as much disfavor as the citizen who shirks the duties of a soldier in time of war. It is imperative that the American from his earliest boyhood be taught to look upon citizenship as a grave responsibility; that he be taught to feel that to remain away from the caucus, the primary and the polls, is to shirk a political obligation, and to commit a political sin, and that in a Republic the omission of a political duty is as serious in its results, as the commission of a political wrong.

Do you ask where and when and how American youth shall be taught the duties of citizenship? Where shall he be taught the duties of American citizenship? "At our Fountains of Intelligence"—in our Public Schools.

*When* shall he be taught the duties of citizenship? As soon as he attains the age of ten and thereafter.

Let me not be understood to mean that partisanship is to be taught. That would prove as disastrous in its results as to teach any particular religious creed. The distinction between partisanship and politics is clearly defined as the difference between religion and morality.

*How* shall he be taught the duties of citizenship? By political school lectures, by political example as well as precept on the part of male teachers; and if need be, by political text books, prepared in so clear and simple a manner as thoroughly to impress upon the mind of the scholar, the structural form of our Government, and the sacredness of a citizen's duties.

Out of the thousands of male pupils attending our Grammar and High Schools, how many think you, know what a caucus or a primary is? How many think you, understand how conventions are called? How delegates are chosen? And what direct and indirect influence the selection of political delegates, has upon good Government.

Political indifference is more often the result of political ignorance on the part of the otherwise good citizen than of wilful neglect of Political duty.

The State makes no provision for educating its citizens politically. The presumption is, that political education is to be acquired at the fire-side, from the newspapers and from the stump. Doubtless each of these do *some* educational work in behalf of good citizenship, but at best the efforts of all combined do little towards reaching the youth of the country in a thorough and effective manner.

The political education at the fire-side is at best trifling in its character. How many fathers among the millions in our nation, and especially among foreign-born, themselves, thoroughly understand or appreciate the grave responsibility of American citizenship? Even among those who do realize its importance, and who have the ability to impart this knowledge to their sons, how few in reality do so? Do they not as a rule, find themselves too deeply engaged in the pursuit of pleasure or profit; too deeply engrossed with private or public ambitions to be willing to give the time such effort demands.

As for the newspaper and the stump, they, as a rule, are too partisan in their methods to be of value as political educators.

No matter what crimes the political party may commit whose interests are advocated by the stump speaker or the newspaper, they are defended as virtues. No matter what virtues the opposing party may have, they are assailed as vices. Hence, the youth who is left to get his political education from the newspaper or the stump, is apt to become warped in his political judgment and narrowed in his political ideas.

The political instructor must be fair minded and non-partisan. He must strive to impress *principles* and not *policies* upon the mind of his pupil. His aim must be to graduate good American citizens rather than good Democrats or good Republicans.

Hence, it is that the Public School is the best if not the only reliable source where intelligent and non-partisan political instruction can be looked for.

It is far from enough that our Common Schools should teach pupils how to read the Constitution. This in itself can do little good. The American youth must be made to realize how necessary it is for the preservation of his political rights and his political freedom that he support and if necessary, *defend* the Constitution. He must from his early boyhood be made to understand that this Nation is the greatest, grandest and noblest co-operative society the world has ever known; that he has been admitted into a full *partnership* to all its rights and privileges, that in return he must cheerfully share its burdens and responsibilities, and that so far as lies in his power, he must strive to

make firmer these rights and these privileges so that they may be handed down, untouched and unsullied to those who are to follow.

And shall we say that it is beyond the province or power of the school-room to do this?

What higher province can the American teacher have than to aid in making loyal and intelligent citizens.

The influence of the school-room on character is beyond calculation. Teachers have great opportunities in aiding to make good, bad or indifferent citizens; and to say that they lack the power or the will to make good citizens of those placed under their control would be a grave, and to my mind, an undeserved reflection on the mental and moral ability of the American teacher.

The mind of the pupil is plastic and easily moulded. The early school-room impressions are not easily forgotten and are likely to have an important influence on the entire after life of the pupil.

Teachers knowingly, or otherwise are models for their pupils. Their thoughts and their habits unconsciously impress themselves on the minds of youthful scholars.

Teachers have often a greater influence than parents. Is it not far more important then that this influence be used in the direction of sending forth minds educated to be loyal to the principles of our Government, and faithful in the observance of the duties of citizenship, than to simply graduate bright and intellectual scholars?

It has been well said that "Government will only stand firm if character marks the citizen."

The school that has sent forth a bright mind but an indifferent citizen has failed in its mission, has failed to accomplish the chief object sought in the establishment of the Common School. Has failed in aiding to strengthen and to perpetuate free Government.

If we are to have less political corruption, purer State and municipal government, better and more intelligent public service, let us begin to train the American citizen, at his earliest period let us implant the seeds of high citizenship in good season, so that they may have ample time to take root, to ripen and to mature.

Let us enlist the vast army of educators in the cause of strengthening and perpetuating this noble Republic. Let us utilize the high order of intelligence of the men and women who devote the best years of their lives to the school-room, by encouraging them to become political priests.

And let us, in bringing about this, feel that we have but done our duty in aiding to strengthen free government, and in aiding to broaden the foundation of liberty for the millions here and elsewhere who are yet to follow.

J. WEINSTOCK, Sacramento.

## THE SCHOOL-ROOM BEAUTIFUL.

## TALKS WITH YOUNG TEACHERS.

By Jennie Norris Hughes, State Normal School, San Jose, Cal.]

Dear child I pity you with all my heart. This *is* a dismal old barn of a place, far off in the foothills or on the dreary plains, miles away from mother. No wonder your courage has gone down to zero and you sit with elbows on your desk at the end of this first day, with a lump in your throat and a wetness in your eyes that you are too brave to allow exit.

However bad it looks, don't you cry about it, dear. Nothing is ever so bad but it might be much worse, and let us see if something cannot be done to ameliorate even this hard case. To become interested in a disagreeable problem is the sure way to solve it. To set steadily at work on some absorbing task is the best way to conquer discouragement and homesickness. This is an excellent subject—this deplorable looking school-room. Try to view it with a hopeful and prophetic eye until you can collect material to improve it.

The first time you go home you may ransack the attic, to see what dusty treasures may be furnished into present use to help you. There are piles of old Harper's Weeklies and Frank Leslies,—look them through for full page pictures, bold in outline, artistic in treatment, and educational in purpose; excellent engravings to illustrate history, natural history and geography; landscapes from all over the world; an Arab on his camel among desert sands, the pyramids, the sphinx, the palaces of St. Petersburg, Siberian scenes, tropic vegetation, an African chief with all his trinkets, a Polar bear, Esquimaux in their kayaks, —almost anything that is bold and clear enough to show well across the room, and even smaller funny pictures to be mounted and hung near together for the "nursery corner," about which, more hereafter. In this attic are time-worn frames from which the pictures vanished long ago. Rub them well with oil, if they are of wood, or if this be not enough, give them a coat of varnish,— of black Japan if they are very unsightly, of Diamond gold paint (ten cents a package) made liquid with white varnish and used freely, if they once were gilded. Just open your eyes in this attic. Here is a tall folding clothes horse, you laugh—never mind, I have a vision of shelves in one corner of your schoolroom where sit rows on rows of tin lard pails containing lunches, a necessary but not ornamental feature of a building containing but one room. Why not paint this clothes frame, stretch over it some gay cotton stuff from five to ten cents per yard, and stand it as a screen

across that offending corner; behind it may go all the more unsightly machinery of your school. Your boys will fix upon the wall rows of shelves, where you may place all the chalk and pencil boxes and other things that "look better out of sight," as Pat would say. Here also may go that direful rattan or black strap and let us hope it may remain here and be forgotten. Don't, I pray you, let it be a conspicuous object in your room. Your boys will also place here and there a shelf to be used as a mantel or a set of two or three shelves one above another for a cabinet of curiosities, or for your reference books, whence you may readily take them without unlocking the library case. Of these shelves also, more hereafter.

But again to our attic. Here are large brown glazed Japanese jars, just what we want,—the more of them the better. We will take this best one and set it on the top of the library case and fill it with pampas grasses, or enormous paper flowers, your big girls will rejoice to make great fringed poppies in white and scarlet, but not crimson and show them why. Teach these dear girls with the red hands and honest hearts lessons of taste in arrangement and harmony of color. The flowers should be many times their natural size to be effective in a large jar, except sunflowers, which should be copied from nature.

These may be made of paper, but are better made of plain yellow calico, the strip-shaped flowers plaited in the middle and fastened with mucilage in a double row around the margin of a circular disk cut from card board and covered with dark brown cotton flannel. A wire may be fastened to the back and the flower adjusted as you wish. These are good in jars with their own green leaves, which you may copy by cutting a pattern from the largest leaf upon the natural stem, and make it of dark green calico wired along the midrib. I have seen these plain calicoes in gay colors for five cents a yard in Sacramento, and would recommend them as useful in many decorative ways. These sunflowers are also effective arranged flat against the wall with clusters of cat tails and their leaves, or with dark brown rushes in wheel shaped designs in the center of some large space or in arched designs above pictures. I think a dozen large pale green paper snow-balls in a dark brown jar a charming object, but they should be well made, as of course all paper flowers should be or they are far from being objects of taste.

Your very large and coarser jars may be filled with earth and in them planted our huge native fern, the Woodwardia, bulbs of the calla and the canna or the caladium all of which have large foliage and stately tropic effect. You should use good sized bulbs, not young ones, as the

larger the plant the better the effect. Should you wish a palm and cannot have a live one, you may simulate one by stuffing a jar with moss and placing in it a few small palm leaves, which will look well for years. In one jar you might sow cotton seed, in another tobacco, both of which are handsome decorative plants and interesting for your objective work. These jars may stand upon your platform if it be light, or on a shelf, forming a central ornament for a window.

Should your callas have fine leaves but no flowers you may employ a device that will delight the children. Let them cut a pattern from the natural calla bloom and copy it in thick white paper gumming it in shape, with white spadix of yellow worsted wound upon a wire. Then stick the stems of these in the soil among the leaves, and you will yourself be almost deceived as you enter the door, they look so natural at a little distance.

Here in a dusty corner of the attic stands a Japanese tea-box gorgeous with chrysanthemums, the national flower of Japan, or with fierce and unearthly dragons and Fujiyama smoking in the back-ground. Its cover is intact, paste a strong cloth along adjacent edges inside of box and cover for a hinge and this is your "Wonder Box" into which go all sorts of objects presented you by the children, to be brought out on rainy days for such fascinating lessons that each one will be eager to splash his four miles, it may be to school, for the sake of being present on these delightful occasions.

Do you realize, dear girls, what an effort these rural children make daily for the sake of coming to your school? Do you not long to give them bread, and not a stone? This thought will be your stimulus when you are tired, and you will be. It is no joke to evolve a place fit to be occupied all day for months by impressionable tender minds from most of our country school houses. Place your Wonder Box upon your platform, and make of its decorations a lesson. Or you may make one of any plain box, covering it and the wood box to match with gay cretonne.

Here, in mother's old trunk are rolls and rolls of pieces saved from the girls' frocks and aprons. See if they are not large enough to make pages for scrap-books of about 15 by 18 inches, and on them paste wood cuts of animals and plants from the Rural Press, colored plates from seed catalogues, outline pictures for the children to tint with water colors, or comic pictures dear to the childish heart. If they chance to giggle "out loud" when they are looking at these, smile too, and their hearts are won. These cloth pages are to be stitched at the back into covers of bright red cambric with two straps of the same along the back to hang the book when not in use upon two pegs in the wall where

you need a spot of bright color, or in the "nursery corner." They are to be given for the babies to enjoy as rewards for extra good conduct to while away the weary hours they must wait until the older sister can be dismissed and take the wee ones home.

I advise you to place nothing in the school-room at first which you do not yourself provide, or which is not voluntarily offered for that purpose by the pupils. I would not at first ask the pupils to contribute anything, nor the trustees to appropriate part of the library money to this use, as you might do under the circumstances, for this reason: the idea is a new one to parents and trustees and liable to be misunderstood. Doubtless you may hear of some parents declaring that "they don't want their children to go to school in a parlor and come home thinking their house isn't good enough for them to live in." "They don't want their children getting fine notions at school." When such reports reach you it is wise to be conveniently deaf and dumb. Serenely keep the tenor of your way, doing just as you had planned to do, and presently, not too soon, weave among your lessons on "morals and manners" and gentle hints as to behavior at home and in public places as well as at school, and with the delicate suggestions you will give as to proper and tasteful dress,—this further thought that whatever makes life more beautiful anywhere or anyhow does not tend to fine notions," but refined ideas, and have this distinction clearly drawn by practical illustrations. You may be sure your faithful reporters will carry all you say to their homes where it will work its leaven in the domestic mind, and presently the rough mother and rougher father have a glimmering of what it is this little teacher is trying to do, and scoff will cease. Especially if it is seen that you are making some self sacrifice. You will need a little money, for, to do your work effectively, some things must be bought.

Will it not profit you in the end to save that five dollars you intended for a new fall hat and spend it for your school room?

As your oldest girl adoringly hovers about following your every step to lend her long arm and sturdy muscle to your effort, casually mention to her that you are going to retrim your old hat and hang your new one up in a different shape, where it will make more show, on the walls of your school-room. In twenty-four hours this important communication will have been received and digested in every household connected with your school, and the chances are that when you make your round of calls upon the families, the parents who are better to-do and more intelligent than the rest will offer you something from their households "to help you out in fixing up the school-house." Very likely some

of these proffered objects fairly shock you at first, being to your esthetic sense, as the French would say "impossible," but never, never, show that feeling. Consider the motive and accept everything offered with cordial enthusiasm.

If it be a glaring chromo that your conscience never could permit you to place upon the walls, say quickly "I can make such good use of this in my color lessons," and you can. Pin it up often upon the black-board and use it until its resources are exhausted and the particular household that contributed this particular object will be immensely gratified.

If you turn an ingenious eye upon all things, almost all things that are made or that grow may be utilized, unless some one should offer you the preposterous embodiment of the decorative idea presented in those articles of bric-a-brac, the wreath of worsted flowers, the hair wreath, or the flowers made of feathers.

If they should, may Heaven defend you, but I do not think they will. These articles are esteemed too precious to be spared even in the enthusiasm the pretty young teacher has roused in their kindly hearts.

Now, if you are interested in this matter I will in another article discuss the ways and means still further.

### *WHAT OUR PUPILS OUGHT TO KNOW WHEN THEY LEAVE THE GRAMMAR GRADE.*

The question is too general to be answered categorically. Some pupils ought to know more than others. It is both foolish and futile to set up an absolute standard of knowledge and demand that all pupils in the same school, or all schools in the same community, should attain it.

This is the bane of many courses of study, which prescribe subjects minutely or text-books specifically, accompanied by written examinations and elaborate marking and ranking systems. These courses produce only machine-made pupils, stretched or lopped to adjust them to the necessities of the system. The schools become what the Highland chief called "aixlent cemeteries of eddication." Without courses of study, in most of the country schools the standard is the text-book, the whole text-book, and nothing but the text-book. The chief object of school work is not to give knowledge, but to stimulate and direct in the acquisition. Two sources of knowledge are open,—things and books,—and on leaving the grammar grade every pupil should know as much

as possible from both sources, and should know how and desire to keep on acquiring from both. How much he can know will depend on his capacity for acquiring, on his desire to acquire, and on the methods of acquiring which he is taught to use. For the last the teacher is wholly responsible, for the second only in part, and for the first not at all.

What the pupil knows will depend largely upon his circumstances. The country pupil will know many things which the city pupil cannot possibly learn, and the city has lessons which can be learned nowhere else. So the pupils by the sea-shore, by the mountains, and on the prairies will come to the end of their school course with different knowledge, which will give a different color to all subsequent acquirements.

Of knowledge gained outside of schools but under school direction, we may say that the pupils ought to know much of the natural objects and processes which are within the range of their senses. It is sometimes said that country children have the advantage of city children, in that they are always in the presence of nature. Experience shows that persons may be in the presence of nature and not know it.

Among things to be known may be mentioned the name, distinguishing marks, and habits of the common plants and animals; the weather and the conditions of change; the peculiar phenomena of the seasons; the forms of water and the changes from one to another; soils and their adaptabilities; the industries and occupations of men; commerce—its object, materials, and processes; government, its nature, means, and processes; social institutions—churches, schools, libraries, charities. A boy or girl fifteen years of age may have, and ought to have, an accurate knowledge of all these facts, for there can be no intelligent use of books without it.

Besides all this, the pupil ought to know what the intelligent world is thinking and talking about; what changes are going on at home and abroad. The newspaper will furnish the facts, but the schools should furnish the stimulus and direct the thinking. All this in order that the schools may be kept in touch with the outside world, that there be no chasm for the pupils to leap or bridge at the end of school life. This, and not shop-work, is the true remedy for scholasticism.

The pupil should know how to read at sight silently, that is to think and feel in response to the language of the printed page. He should know how to express his own thoughts and feelings in sentences, correct, clear, and forcible. The expression should be oral and written. For the written expression he should know how to write legibly and rapidly, how to spell, to punctuate, and to use capitals. He should know the proper forms for social and business correspondence.

The elementary facts of numbers together with the ordinary operations, should be known, and the way to apply them to such every-day transactions of business life, as making bills and keeping simple accounts, calculating percentage interest and discount, and measuring regular surfaces and solids. School life is too short to be spent in learning to juggle with figures. Discipline may be acquired in a more useful way.

Of his own country the pupil should know its great surface features; its drainage system; its climate and production areas, the centers of its leading industries; the great through-routes of travel, and the changes going on at any time. Of the states, he should know where they are and how to reach them, and their leading industries. He should know the relation of their industries to their geographical position and conditions. Of the foreign world he should know the countries of the earth, where they are and how to reach them, and their commercial relation to his own country, and enough of the physical conditions to explain their peculiar products and industries.

It is of first importance that the pupils know what is meant by history. Thousands of pupils think they are studying history when they are only learning a mass of names, dates, and events. History is the development of the nation from its germ in the colonial days to its present greatness,—a development in territory, population, resources, industries, wealth, government, education and literature, and modes of life. Men and events are of importance as they have helped or hindered this process. The pupils ought to know the story of this development as such, and to know how the men and events are related to it.

They should know what is meant by liberty and from their study of history should learn at what cost of service and life this liberty has been obtained. Of the ship of state they ought to be able to say:

"We know what Master laid thy keel,  
What workmen wrought thy ribs of steel,  
Who made each mast, and sail, and rope,  
What anvils rang, what hammers beat,  
In what a forge and what a heat,  
Were shaped the anchors of thy hope."

Before being readers, or writers or arithmeticians, they should be patriots. A little boy, on last Memorial Day, walked a mile to the Cemetery and laid a flower on an unknown soldier's grave. "Dont you think I ought to?" said he. "Just think what they did for us!" He had well learned what had been well taught.

The pupils ought to know the forms of the Primary solids, with their lines, angles, and surfaces, and to recognize these forms in natural

and artificial bodies. They should know how to express their ideas of form by constructing objects of clay, wood, and paper, and by drawing. They should know how to make and read such working views of objects as mechanics are constantly using. They should know the elementary principles of design, and be able to apply them in the making of simple patterns for decorative art.

There should be so much knowledge in music as to enable the pupils to recognize by ear and to produce the various tones and intervals of major and minor scales, to associate them with their names and with the characters on the staff, so that they can be read and sung at sight.

If, in order to know so much, the pupils must know less about compound fractions, and cube root, less about "complex objective elements of the third class," less details of geography and history, less of the anatomical structure of the human body, the gain will still outweigh the loss; and whether the pupils graduate from the grammar grade into the higher schools, or into the severer school of industrial life, they will find themselves still working along familiar lines, and will bless the teachers who led them in the wider search for truth—*Geo. H. Martin, in the School Journal.*

### THE GRASSHOPPER.

A grasshopper sat in an oak tree green,  
Mending the shoes of the fairy queen,  
For he was a cobbler of all the lays,  
Yellows and purples and greens and grays;  
As he sat on the limb of the old tree;  
Oh, merry and bold and ever so old,  
As I heard one day when this story was told!

A bobolink skirmishing over the way,  
Called to the grasshopper, "Sir, good day!"  
And the grasshopper cobbling still at his shoe,  
Answered politely, "The same to you!"  
And nodded his head with a little bow,  
Though I couldn't exactly tell you now;  
For the prince of good manners—the grasshopper—he,  
As he cobbled away in his old oak tree!

"How much do you make by the day and the week?"  
The bobolink asked with a flirt and a shriek;  
"Three golden leaves of the buttercup's flower—  
Three crystal drops from the latest shower;  
Three sacks of meal from the pollen best  
That the elves shake off from the cowslip's breast;

And that doth keep me both well and good—  
For I'm the boss cobbler of all the wood!"

A barefoot boy, as he came along,  
Had loitered to list to the bobolink's song,  
And shy a stone, as well as he could,  
At the little boss cobbler of all the wood;  
"You cobble a shoe!" he cried as he laughed,  
"You're funniest cobbler of all your craft!  
Why, your leather's a leaf, and your paste—it is dew!  
O, what a cobbler to cobble a shoe."

But the bobolink answered with honest wrath,  
As he peered at the boy in the woodland path,  
"Each one is wisest and skilfullest, too,  
That knows just the work that he has to do;  
For elfin feet those slippers are best,  
That are made from the tiniest leaflet's vest;  
While Nature's leather seems fitted for you,  
As you wear it still!" And away he flew.

—William M. Briggs, in *Independent*.

### WRESTLER MULDOON.

[He gives some points for men who would be strong and healthy.]

"How about your diet?" the reporter inquired. "Are you a heavy eater?"

"No, I'm only a moderate eater," the wrestler answered. "I find that I can get along with very little meat. Some athletes and fighters think they must have a great deal of meat to keep up their strength but that is a mistake, I think, and they injure their stomachs by it. I eat a great deal of cracked wheat and foods of that kind. Then I live in the open air as much as possible. That, I find, is one of the most essential things to keep up a man's vitality. We have to wrestle in badly ventilated theaters, where all the life is taken out of the air by the gas, and this exhausts us more than the muscular exertion. When I feel too tired to walk after a performance I get into a carriage and drive until I am thoroughly rested.

"Another very important point, I have found, is never to go to bed feeling worried or restless. The worst thing in the world for a man's nerves and heart is to lie in bed tossing and tumbling and wearing himself out trying to force himself to sleep. This, if kept up for a little while, will be followed by nervous prostration, night-sweats and general break down of the system. When I feel restless and worried, no matter how late it may be, I never go to bed. I take a walk or

drive, and when the restlessness leaves me and my mind gets as tired as my body I go to bed and sleep and wake up refreshed in the morning.

"I have come to the conclusion," Mr. Muldoon continued, "that one of the worst habits a man or boy who wants to do anything in athletics can have is that of smoking cigarettes. It has been my observation in gymnasiums that cigarette smoking is worse than any other form of dissipation. A man may smoke cigarettes for years and never find that it injures him as long as he is not called on for hard work of any kind; but let him go into training or undertake violent exercise, and he will find that all his old time endurance is lost. The heart has become weakened and the wind is gone."

"But why should cigarette smoking be so much worse than the use of tobacco in any other ways?" inquired the *Star* man.

"Well the trouble seems to be that, when a man smokes cigarettes they are so mild and light he doesn't discover when he has had enough as he would if he smoked a pipe or a cigar. It's a curious thing, too," the wrestler continued, "that cigarette smokers when they want to go into training, find it much harder to stop smoking than those who use pipes or cigars. I know a number of cases in my gymnasium experience in New York where fellows going into training, for athletic contests had to give up because they couldn't stop the use of cigarettes. I think it is the worse habit a boy can contract, and I believe the law will some day have to prohibit the manufacture of cigarettes entirely." — *Washington Star*.

A teacher was giving a natural history lesson.

"Children," she said, "you all have seen the paw of a cat. It is as soft as velvet, isn't it?"

"Yes mum."

"And you have seen the paw of a dog?"

"Yes mum."

"Well, although the cat's paw seems like velvet, there is, nevertheless, concealed in it something that hurts. What is it?"

No answer.

"The dog bites," said the teacher, "when he is in anger, but what does the cat do?"

"Scratches," replied the boy.

"Quite right," said the teacher, nodding her head approvingly; "now what has the cat got that the dog has'nt?"

"Kittens!" exclaimed the boy in the back row.

## GOOD ADVICE TO PARENTS.

The following words by the late Henry Ward Beecher are worth pondering by parents: "I do not like to sow the seed of suspicion in the minds of parents about their children, but there are thousands and thousands of parents in our great cities who think, who know, that their children 'never lie,' and yet their tongue is like a bended bow. They think their children never drink; but there is not a fashionable saloon within a mile of their homes that the boys are not familiar with. They think their children never do unvirtuous things; and yet they reek with unvirtue. There are many young men who, when they return to their father's house, are supposed to have been making visits to this or that person. It is a mere guise. The practice of allowing children to go out at night to find their own companions and their own places of amusement may leave one in 20 unscathed and without danger, but I think 19 out of 20 fall wounded or destroyed. And if there is one thing more imperative than another it is that your children should be at home at night; or that, if they are abroad, you shall be abroad with them. There may be things that it is best you should do for your children, though you would not do them for yourselves; but they ought not to go anywhere at night, to see sights or take pleasure unless you can go with them, until they are grown to man's estate, and their habits are formed. And nothing is more certain than that to grant the child liberty to go outside the parental roof and its restraint, in the darkness of night, is bad and only bad, and that continually."

## THE HAPPIEST BOY.

Once there was a king who had a little boy whom he loved. He gave him beautiful rooms to live in, and pictures and toys and books. He gave him a pony to ride, and a row-boat on a lake, and servants. He provided teachers who were to give him knowledge that would make him good and great. But, for all this, the young prince was not happy. He always wore a frown, and was ever wishing for something he did not have.

At length, one day a magician came to Court. He saw the boy, and said to the king: "I can make your son happy. But you must pay me a great price for telling the secret." "Well," said the king, "what you ask I shall give." So the price was paid. Then the magician took the boy into a private room. He wrote something with a white

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ce on a piece of paper. Next he gave the boy a candle, and  
n to light it and hold it under the paper, and then see what he  
ead. Then he went away. The boy did as he had been told,  
hite letters on the paper turned into a beautiful blue. They  
d these words: "Do a kindness to some one every day." The  
e made use of the secret, and became the happiest boy in the  
lom.

I know not how many years ago it was when American girls be-  
ne enamored of diminutive names, and begun to spell the last syllable  
th ie; so that every Elizabeth became a Bessie, every Margaret a  
aggie, and every Rebekah a Rubie. But all of us know that this  
ashion became in the end so prevalent that the girl who spelled her  
ame in full was accounted too eccentric to be invited out even to a  
church social. It is pleasant to note that the custom is passing away.  
Among the young ladies of the Normal School in this city, the fashion  
is not merely dropped but there is an earnest and even vehement pro-  
test against it. Newspaper reporters, whenever they go there to re-  
port anything which has happened, are particularly charged to spell  
the names in full; and I have been told that young ladies whose  
mothers, in obedience to the fashion of the time, gave them such pet  
names as Birdie and Dollie, are almost inconsolable when they see  
them written upon their diplomas. There is always much in a name;  
and in this change which is now going on we can trace the growing  
sense of womanly dignity among young girls who are no longer con-  
tent to be called pet names by all the world.

In the new cafes chantants at Paris the spectator is taken into a  
dark room and placed in a chair before a long ledge into which are set  
framed pieces of glass, one before each person. One sees in the glass  
the exact representation of the stage of a theater. Presently the per-  
formance begins. Upon this miniature stage appears a miniature per-  
former—three and one-half inches high—who sings and dances in the  
usual cafe chantant style. This little figure, and indeed, the stage it-  
self, is simply the reduced copy (thrown by some arrangements of  
lights and reflection upon the glass we are watching) of an actual  
stage and an actual performer who is singing on the other side of the  
partition.

## IDLE MOMENTS.

There are some mortals, and intelligent ones too, who have not the just conception of time's value. Their leisure moments are wasted as they seemingly do not know how to employ them; of course recreation and relaxation from ordinary duties and cares are a necessity. The mind and body demand a rest, but those moments can be most enjoyably employed and at the same time bear most surprising results. Many will spend hours in reading some trashy absurd novel that only assesses an interest from the luridness of its plot. No gain is made by the reader and when the last chapter is finished, a morbid condition of the mind results. But take up a work by one of the world's recognized masters in literature, entertainment will be found, and at the same time the mind is improved, and the thoughts receive additional food for reflection. There is nothing so pitiful as a mind barren of reflections; they crowd out the hum-drum cares of every day life and almost imperceptibly the duties are performed which were formerly arduous and wearisome. Good works furnish these reflections, trashy literature does not. There are special studies which one can take up with both pleasure and profit; you have a garden exercise in it, acquire a knowledge of botany and gardening. It affords a relaxation from the duties of the house or the office. This is but one suggestion out of hundreds that can be offered. Do not let it be said that you have idle time at your disposal; employ every moment and it requires but a few months discipline of this kind when it becomes a habit and those who are constantly complaining of ennui will find a renewed interest in everything. F. H. R.

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Take from four to twelve different points in a straight line across the stream, and measure the depth at each of these points, and, adding them together, divide by the number of measurements taken. This quotient will give you the average depth, which should be measured in feet. Multiply this average depth in feet by the width in feet, and this will give you the square feet of cross section of the stream. Multiply this by the velocity of the stream in feet per minute, and you will have the cubic feet per minute of the stream. The velocity of the

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Two grammarians were wrangling the other day, one contending that it was only proper to say, "My wages is high," while the other noisily insisted that the correct thing was, "My wages are high." Finally they stopped a day laborer, and submitted the question to him. "Which do you say,—'Your wages is high,' or 'Your wages are high?'—" "Oh, off wid yer nonsense," he said, resuming his pick; "yer nayther of ye right; me wages is low, bad luck to it!"

## Institute Department.

### ALAMEDA COUNTY.

The Alameda County Teacher's Institute convened in Oakland, Oct. 2, for a three days session. In the opening address Supt. Fisher mentioned the following topics as suitable for the consideration of teachers.

1. The discussion of subjects taught for the purpose of giving teachers information.
2. Discussion of methods of teaching.
3. Discussion of plans or systems of education.
4. Consideration of education in its relation to life.
5. The imparting to each by his association with a large body of fellows, a certain pride, confidence, inspiration, which call it what you may, friendly numbers rarely fail to give.

At the close of the address the Institute met in two sections, the primary teachers discussing language methods and the grammar teachers considering especially what should be required in technical grammar previous to entering the High School. Mrs. K. B. Fisher of the Oakland High School, read to the grammar teachers an excellent paper on "Teaching English."

In the afternoon Rev. C. D. Barrows of San Francisco delivered an address entitled "The Public Schools of New England and their Influence on the West," after which the teachers convened in sections for the purpose of considering arithmetic.

*Second Day.*—Prof. Wm. Carey Jones of the State University delivered a thoughtful lecture on "Unity of Education." It is hoped that at some future time this lecture may be published in full in the JOURNAL.

The sections occupied the remainder of the morning in discussing arithmetic, geography and the state text-books.

Upon reassembling in the afternoon every seat was occupied, the special interest being an address by Col. John P. Irish.

He began by apologizing for taking time for the instruction of teachers, which they do not need, which should be devoted to recreation which they do need. His advice to his hearers was to first adjourn the Institute *sine die*, and then to quit teaching. There are two ways in which national government may be sustained—by appeals to the intelligence of the governed or by the exercise of authority and force upon their ignorance. In such nations as were forced to resort to the latter method, a standing army is employed, whose province it is to sit upon the rights of the people. When intelligence reigned, the army of soldiers was supplemented by an army of teachers, who were too often no better paid nor more highly regarded than the sixteen dollar-a-month

lounge around the barracks. The public schools of America dated back to colonial days, and are the inalienable rights of the people, as much as the right of *habaus corpus* writs, or any other of our dearest institutions. But they are not filling the full measure of their usefulness. The speaker would maintain their secular character to the fullest extent, and was not sure but that had he the power, he would abolish all schools which were not secular. Their purpose is to fit the people of the nation for maintenance of the property of their civil rights. Let the church care for the soul, the school for the mind. The church should have much credit for maintaining the germs of education, but he would instance ancient Greece as an example of the rapid progress consequent upon the secularization of their schools, an event followed by a wonderful expansion of the intellect of that remarkable people. We of to-day owe more to the Greeks than to all subsequent people or persons combined. The technology of modern science is obtained from them. Their overpowering influence upon the civilization of their own and subsequent ages dates from the establishment of their secular schools. The common school system has many enemies, and it is to be feared that the effort to carry instruction into too many side channels would be disastrous. The project for teaching handicrafts in the common schools, the speaker feared, would induce their boycotting by labor organizations and guilds, one of whose principles it was to limit apprenticeships. It is true that ignorance of the skilled occupations was a great cause of crime, but it was scarcely to be hoped that the evil would be remedied by turning out from the schools of "the butcher, the baker and the candle-stick maker." The purpose of our schools should be to bring the American people to that standard that the appeals of intelligence will be heeded by the law makers, rather than the clamors of the ignorant. To hoist the American flag over our schools, as has been proposed, will not remedy the evil, but it lies in teaching the people to stand shoulder to shoulder in upholding the principles of which that flag is the symbol.

When Col. Irish had completed his address A. E. Winship, of Boston, editor of the *Journal of Education and American Teacher*, spoke of "The Boys We Teach."

No abstract would convey a just idea of Dr. Winship's remarks. We can only state that he was listened to with marked attention and that the philosophical presentation of his subject inspired thought in his hearers. The state text-books on history and geography, were discussed in the sections, both of which received considerable adverse criticism. In the evening Rev. Mr. Simmons of Colusa, gave a humorous address on "Old Field Schools" as they were in Georgia fifty years ago.

*Third Day.*—The first paper of the day was presented by C. M. Fisher, Deputy Superintendent of the Oakland City Schools, on Physiology. The subject was ably treated and thoroughly enjoyed by the institute.

A. L. Mann, ex-Superintendent of Public Schools in San Francisco, then discussed "Morals and Manners." He defended the public

schools from the charge of Godlessness and immorality, and trace much of the infidelity, immorality and crime existing in the country to neglected homes, to saloons and to trashy literature, and suggest State legislation against the saloon-keeper and cigarette vendors as a partial remedy against the corruption of the youth of the land. The falsity of the charge that the fault lies mainly or at all in the public school is shown by the fact that only two-thirds of the pupils of the State of school age are in attendance upon the public institutions, while the other third are either in private or parochial establishments, or in no school at all.

The afternoon session was opened by a short exposition of rapid mathematical processes by a visitor to the Institute, after which came the closing lecture.

A. E. Winship of Boston, editor of the *Journal of Education and American Teacher*, spoke of "Modern Principles and Modern Methods." He spoke the day before upon "The Boy We Teach," and to-day upon "How to Teach Him." Germany has the only genuine philosophy of modern times; France rules the world of fashion; England and America have alone developed the resources of the world in modern times. None of these nations can do anything in the department any one of the others. There must be, there is some cause for this. It is not a matter of to-day, but has been the same for more than two centuries. The difference is largely in their philosophy. America, the American School and the American character lacks a philosophy of its own. We are vacillating between the inherited philosophy of England and the attempted imitation of that of Germany. Without assuming the leadership implied in outlining an American philosophy, Mr. Winship stated the elements that must eventually give us a national philosophy for our schools. There are five forces at work in this country to make and unmake our people individually and collectively: the shop and society both tending to demoralization, and the home, school and church, each tending to ennoble the shop, society and the individual. There are three processes by which these forces act, the rhythm of sympathy, discipline and purpose. The first is focused for the home, the second for the school, the third for the church. There are three specific things to be accomplished by the home, school and church through rhythm, discipline and purpose. First, individuality, or standing the child upon his feet; second, transforming individuality into humanity, or blending the man with mankind; third, loyalty to destiny. Each of these last was fully illustrated, and it was shown how the teacher is to keep her thoughts on such development while teaching each subject in school.

At the close of Dr. Winship's lecture the Committee on Resolutions reported and the Institute adjourned *sine die*.

An enjoyable feature of the Institute was a reception given to the Oakland City teachers by the Alameda County teachers. After an interesting program of literary exercises occupying about an hour, the floors were cleared and all who wished engaged in dancing.

## MONTEREY COUNTY.

The 'Teachers' Institute met in Monterey, September 30, at 8:30 P. M. After the organization the roll was called and one hundred and five teachers responded, three only being absent. A brief recess was taken to permit the Committee on Introduction to make the teachers mutually acquainted, after which the Institute adjourned to meet the next day at 9 o'clock A. M.

*Second Day*—The work of the Institute was carried out according to programme. In the forenoon, Arithmetic, Miss Maggie C. Kelley; History, Miss Belle Duncan; Geography, Miss Susan Irvine; in the afternoon, Reading, Miss M. L. White; Grammar, Miss Lucy A. Rogers. In the evening at the Opera House, County Superintendent Job Wood, Jr., delivered the annual address. We should be pleased to give this address in full but want of space forbids. The following brief extracts may give some idea of its excellence.

"We should not satisfy ourselves by simply knowing the lessons we are imparting day after day, but we should thoroughly understand the system of education in the county in which we are working and the law governing the schools of the State."

If we wish to advance the cause of education; if we wish to improve the public school system, we must do it through the aid of an enlightened public sentiment. We must be able to convince the public that we are capable of doing the work we are employed to perform, if we wish the support of the public."

"The law of the State says: Attention must be given to such physical exercises for the pupils as may be conducive to the health and vigor of body as well as mind, and to ventilation and temperature of school rooms. Not only is physical exercise almost entirely ignored in many schools but pupils are often kept in at recess time, thus preventing any exercise at all. A method of discipline should be adopted which will clear the school room at recess, give the teacher a breath of fresh air, and prepare the room for rested and invigorated pupils after play time."

"Can we imagine the enormous amount of bad training our pupils get outside of home and school? Make a list of all these influences and then consider the influence for good we have to place against them. It is no wonder thoughtless men criticise the public school system when they blame it for the lack of morality among the youth of the land. Does the fault rest with the schools, or is it not a fact that the public schools have done so much for the United States, and that the people have such unbounded confidence in the system that, without realizing it they have given almost the entire training of their children into the hands of the teachers?"

"The fact is, fellow teachers a great deal in moral training is expected of us, and the sooner we know what our duty is in this most important branch of education, and set to work at it earnestly, the sooner we can depend on the public to assist us."

"There is no reason for the failure on the part of our schools to train thoroughly the boys and girls in the duties, rights and privileges

of American citizenship. Some of the more advanced schools take the study of the Constitution of the United States and devote two or three months to it. If this method of teaching were perfect, the advantage gained is slight, as less than three per cent. of all the pupils who enter the public schools of this State pass into the High School.

*Third Day*—The forenoon was occupied in the discussion of subjects pertaining to the daily work of the teacher. Many valuable suggestions were made and a lively interest was manifested by all present.

In the afternoon the Institute met at the Opera House, and the Superintendent carefully explained the course of study and the manner of making special reports to the County Board.

Prof. Worcester of the Garden City Commercial College gave instruction in teaching writing.

In the evening the Hon. T. J. Vivian, of the San Francisco *Chronicle* delivered a very able address on "The Make-up of a Daily Paper."

*Fourth Day*—The morning was spent in section work, under Miss White in Reading and Miss Rogers in Grammar.

The afternoon was spent in the Opera House, the Superintendent explaining the manner of making reports, and Prof. Allen giving a very interesting lecture on "Literature."

In the evening Mr. Vivian delivered a lecture on "The Volcanoes of Hawaii," and Prof. Allen spoke at length on the "Boys and Girls of to-day, the Men and Woman of the Future." His lecture was listened to with marked attention by teachers and visitors.

*Fifth Day*—The forenoon was devoted to considering the best methods of teaching Spelling and Morals and Manners, conducted by Prof. Allen.

After the presentation and adoption of a series of resolutions and the answering of a few questions the Institute adjourned.

#### SAN BENITO COUNTY.

The fifteenth annual session of the Teachers' Institute convened on Monday, October 7th, and closed on Friday, October 11th. The session was unanimously decided to be the most successful ever held in the county, and every member in attendance expressed the opinion that more valuable methods had been imparted than they had anticipated, and more than they had ever before received in the same length of time. The highest encomiums are given Prof. A. L. Mann of the Denman Grammar School, who conducted the exercises, for there was not a single tedious hour during the entire five days, and all his addresses were replete with interest and marked with the best modern educational thought and the latest and most approved methods.

Although exhibits of school work were not mandatory, all but two districts presented large and excellent collections of the work of the pupils. But a very small proportion consisted of map drawing and similar "show works," but every class and every pupil were generally represented by samples of work performed during the two preceeding months of the school year.

The following is a synopsis of the program, showing all the subjects presented and discussed :

*Monday Morning*—Introductory Remarks, Superintendent J. N. Thompson ; Elocutionary and Intellectual Reading, Will Acton ; English, Miss Amanda R. Campbell. *Monday afternoon* : Geography, Miss Maria G. Pierpont ; essay on Loyalty, Miss Loula Ashcroft ; Vocal Solo, Miss Hattie Meyer ; Physiology, Prof. J. W. Cutler ; Select Reading, Miss Mollie McCroskey ; Teachers' Reports, John Tatham.

*Tuesday Morning*—How to Use the State Arithmetic, C. E. Latham ; Number Work, Miss Mariana Day ; Number Work, Miss Flora Conover (by unanimous request) ; essay, Our Country, C. M. White ; Song Maggie Martin ; Language, Miss Virna Woods ; Intermediate Geography, Miss Ida Rhinehart. Afternoon session : Patriotism, Prof. A. L. Mann ; Instrumental Music, C. M. Hodges ; Drawing, Miss Laura Thomas ; Arnold of Rugby, A. L. Mann. State Superintendent Ira G. Hoitt was a welcome visitor, and during this session took an active part in each discussion. We have neglected to state that a discussion followed each exercise, and all were animated. In the evening, Hon. Ira G. Hoitt delivered a lecture on "What to do and how to do it," to a large audience at Wells' Opera House.

*Wednesday Morning*—History, A. L. Mann ; Primary Reading, Miss Annie L. Wells ; Primary Reading, Frank R. Abbe ; (these two papers caused the liveliest discussion they had during the session.) A Cheap Tellurian, A. L. Mann. Afternoon session : Drawing, A. L. Mann ; Select Reading, Miss Carrie Poage ; Geography, W. E. Cushman ; Vocal Solo, Miss Georgia Weathers ; Primary Language, E. C. Goodrich ; Ungraded Schools, A. L. Mann.

In the evening an excellent literary entertainment was held at Wells' Opera House, and although impromptu, held one of the largest audiences ever assembled in Hollister, until eleven o'clock p. m. The teachers participating were all complimented highly.

*Thursday Morning*—Reading and Spelling, A. L. Mann ; Map Drawing, Miss Mina Cole ; Chorus, "Flag of the Free," two sopranos, two altos, two tenors, two bases, and two who "sang all over the scale." (encored enthusiastically but unsuccessfully). Discipline, A. L. Mann ; Penmanship Miss Flora Conover. Afternoon session : School Supervision, A. L. Mann ; essay, "Are our Children Taught to Honor Labor," Miss Frances Harte ; Select Reading, Miss Annie Week ; essay, Seek Higher Education, Miss Hattie Henry ; Institutes, A. L. Mann. In the evening Prof. Mann delivered a lecture on Horace Mann, before a large audience at Wells' Opera House.

*Friday Morning*—Entomology, J. N. Thompson ; Geography, A. L. Mann ; Addition to Beginners, C. F. Rubell ; Supplementary Work ; Miss Sadie Garner. Afternoon session : Arithmetic, A. L. Mann ; Question Drawer, (numerous queries and answers), Reports of Committees and Miscellaneous Business ; Morals, A. L. Mann. Before adjournment it was decided by vote to hold the next session for five days, and on a plan similar to the one which had just closed. The Institute then adjourned *sine die*.

ALPHA.

## HUMBOLDT COUNTY.

One hundred and eighteen of the hundred and twenty teachers in Humboldt County, assembled in Institute October 1st at Eureka. It was to the teachers an occasion of unusual interest because it was the first occasion of a visit to the county of State Superintendent Hoitt. The teachers seemed to do their very best to make the Institute a success. Prof. W. W. Anderson of Oakland, was present as Institute Instructor, and his work met with favor. When Superintendent Hoitt was introduced he was greeted with rounds of applause, and in addressing the Institute soon showed that he was in full sympathy with the spirit of the occasion, and the spirit of progress in popular education. Superintendent Brown was at his best, and he has affairs in his County well in hand. The town's people caught the spirit, and all joined hands as well as hearts to make the week a pleasant as well as a profitable one to the teachers.

Major Vance, Eureka's millionaire, tendered Superintendent Hoitt a special train and took him up into the logging camp thirty miles away on Friday morning, and in the afternoon he invited the entire Institute on board his steamer and gave them an excursion around the Bay and to the Government Breakwater. The occasion was instructive and most enjoyable. The teachers of Eureka tendered the teachers of the county a reception, and the faculty of the Academy gave the Institute a reception and banquet one evening. As a whole the Institute was a grand success.

A grand work the common school does. The West has been populated by all the States, and from all the nations of Europe. The work of educating comprehends the process of Americanizing. Gentle forces do this work. The school mistress is the Americanizing power that molds, changes, welds, enlarges, represses, educates. She does her work well and does not always, perhaps, realize the magnitude of it. Critics have condemned our transient teachers. They keep school a winter, or two, or more, then marry and keep their own houses. It is an American plan peculiarly. They may lack much desirable that the professional teacher has, but they also lack much that he has that is undesirable. They take to the school-room the atmosphere of the American home, its latest, its best. They are object lessons themselves. The foreign child sees a picture of America, its noblest. He learns fast. No text-book on anarchy could teach so much as the gentlewoman he hears speak and sees move every day. He absorbs rapidly. He loses fast foreign ways and ideas, accents and idioms. He comes out from his school influence an American. The common school is worth in this one regard all its costs.—*Iowa State Register.*

## Official Department.

NOVEMBER, 1889.

IRA G. HORTT, State Superintendent Public Instruction,

EDITOR.

### GOLD MEDAL.

The Superintendents and teachers of the State are to be congratulated on the fact that our State exhibit of official blanks and State Series of Text books, at the World's Fair, was considered worthy of a gold medal.

It is no small praise for our educational position, that, being a State of less than two score years old we have been awarded so distinguished a testimonial. Three of the older Eastern States also received medals but we have bravely held our own with the best of them.

It was my good fortune to be able to attend five County Institutes during the month of October, viz; Humboldt, San Benito, Ventura, Yuba and Napa.

It is saying little to declare that these visits were eminently satisfactory. The brightness and professional spirit displayed by the teachers and the energy and ability of the Superintendents, joined to the good will and interest manifested by the parents and friends, presage excellent results for the future of our school work.

The practice of having a "Trustee's Day" as suggested by me in the August number of this JOURNAL, was initiated in Humboldt County, and for a first attempt good results were obtained. I am sure that the interchange of views thus obtained between school officers and teachers will be productive of increased benefits to the schools. Being subject to the narrow physical limitations which allow me to be in only one place at a time, I was forced, very much against my will, to forego attendance upon the Institutes of Alameda, Calaveras, Amador, Santa Barbara, Monterey and Modoc. From such of these counties as I have had reports, I hear that the meetings were enjoyable and profitable.

There is no more certain evidence of progress among teachers, than the interest and enthusiasm displayed by them at the annual institutes. These gatherings when attended in the right spirit foster professional pride, and professional pride gives birth to zeal and energy for their future work. The California County Institutes are conducted

in a manner to give great benefit to the teachers if they but carry to them seeing eyes and hearing ears. During the last year 447 more teachers attended Institutes than during the year before, and this fact accounts, in part, for the better condition in which the schools were reported to be. I hope the present year will show a still farther advance.

We have been greatly favored this fall by a visit from Dr. A. E. Winship, of Boston, Editor of the *New England Journal of Education*. He visited Alameda, San Francisco, Ventura, Yuba, Los Angeles and Napa and his eloquent talks based on a wide experience and close observation, were an inspiration to all who were fortunate enough to hear him.

Nov. 4th to 7th he will attend Placer and Colusa Institutes and then his professional engagements imperatively demand his return. We are more than disappointed that we cannot retain him until December.

#### TRAVELING EXPENSES OF COUNTY SUPERINTENDENTS.

Mrs. F. McG. Martin, County Superintendent of Sonoma County, has won her suit in the Superior Court against the Board of Supervisors for traveling expenses incurred while in the discharge of her official duties. We hope and trust that the decision of the Superior Court on Sonoma County will settle all questions of dispute about County Superintendents' traveling expenses. The decision is just and altogether right.

#### TIME OF ELECTION OF CLERK.

Q.—In case the Board of Trustees fail to elect a clerk on the first Saturday in July, could they elect at a subsequent meeting?

A.—The following is an extract from an opinion of the Attorney General on the subject: "I am of the opinion that the clerk of the Board of Trustees can only be legally elected on the first Saturday in July, and, if there is no election at that time the Clerk would hold over till his successor should be legally chosen."

#### USES OF A SCHOOL-HOUSE.

Q.—Can the Trustees of a District grant the use of the school-house for the purpose of holding religious services?

A.—The law empowers the qualified electors of a district, at a regularly called meeting, to instruct the trustees as to the use of the school-house for other than school purposes. See Section 1617, subdivision second and twentieth, part one. In the absence of such instruction from the district, the trustees may decide.

## TRUSTEE WHO IS NOT AN ELECTOR.

*Q.*—Can a person whose name is not on the "Great Register" legally hold the office of School Trustee?

*A.*—Please read Sec. 1600 page 15, Sec. 58 page 45, Sec. 1083 page 46, School Law; under these Sections his position should be declared vacant and Superintendent should appoint.

## NOTICE OF TRUSTEES' MEETING.

*Q.*—Would the transactions at a meeting of the Board of Trustees, which was held without giving due notice to *all* of the trustees, be legal?

*A.*—It would not. See Section 1617, subdivision one, School Law.

## SCHOOL AGE.

*Q.*—Can children over 17 years of age be excluded from the public schools?

*A.*—They cannot be excluded from the schools unless they are over twenty-one years of age. See Section 1662, School Law.

## ADVANCE STUDY.

*Q.*—Has a teacher the right to allow a pupil to study ahead of his grade, after being satisfied that such pupil can pass a suitable examination?

*A.*—This is a matter that should be left to the judgment of the teacher. If the pupil keeps well up in his daily recitations I can see no objection to allowing him to study advance lessons.

## RAINY DAYS.

*Q.*—In case of a rainy day, when neither teacher nor pupils attend school, should said teacher be allowed pay for that day?

*A.* If the teacher is not on duty she ought not under such circumstances to receive pay.

## GRADING SCHOOLS.

*Q.*—The following rule appears in our County Manual: All schools in which there are three or more pupils who have completed all the studies of the Primary Grade shall be graded as Grammar Grade Schools.

Has the County Board the legal right to fix the minimum at three?

*A.*—It is the duty of the County Superintendent to grade the schools of the county, (see Sec. 1543, Sub. 16,) but it is left to his judgment what number shall be the minimum for a grammar gr

## SPECIAL CERTIFICATES.

*Q.*—Has the County Board the power to grant a special certificate to teach reading?

*A.*—Reading being one of the regular branches upon which all teachers must pass an examination, it cannot in my opinion be considered a special branch, such as is referred to in Sec. 1771, Sub. 3, P. C. Therefore I do not think it would be proper to grant a special certificate to teach reading.

## PAY FOR ATTENDANCE AT INSTITUTES.

*Q.*—Are the teachers entitled to pay for attending the County Institute after the close of school?

*A.*—Section 1563 Political Code says: Teachers must have their pay, if Institute is held during the time in which they are employed in teaching. This would imply that they are not entitled to pay if the term is ended.

But if the Institute is held during the last week of the term, they are as clearly entitled to their pay, as if it came during some other week.

## RESOLUTIONS OF STATE BOARD.

## AVERAGE DAILY ATTENDANCE.

At the last meeting of the State Board of Education, the subject of taking the daily average attendance was discussed and it was resolved to recommend that the average attendance be always computed on twenty days; that in case holidays occur during the month, the attendance of the *preceding* day shall be taken as the attendance on the holiday; when school is dismissed for *other* than *legal* holidays, attendance is *not* to be reckoned for those days. This is not in accordance with the previous ruling of this office, but it was thought that if this plan were universally followed, there would be less debate as to teachers' right to receive pay for holidays, and a State uniformity would be obtained. This recommendation will be inserted in the new blanks for Teacher's Report soon to be printed.

## DUPLICATE STATE DIPLOMAS.

It was also resolved, that after this date (Sept. 20, 1889), no more duplicate State diplomas be issued. In case of loss of original diploma, the Secretary of the Board is authorized to certify to the issuance of the original, according to the records of his office. In order to procure this certified statement, an affidavit of the time and manner of loss of diploma must be presented to the County Board of Education, who

may give a recommendation to the applicant sending affidavit and recommendation to the State office for filing.

## LIMIT OF PUPILS.

In a response to a request that the State Board take some action on this subject, it was unanimously *Resolved*: That we recommend that the maximum limit of pupils in each class of graded schools having two or more teachers be fixed at *fifty*. It was also decided that it was the province of Trustees to fix the limit.

## RENEWED FIRST GRADE CERTIFICATES.

It was also *Resolved*: That the attention of County Superintendents be called to the fact that in all renewals of First Grade County certificates, renewals since the law of 1887 went into effect, the time for which the renewal is made valid should be three years.

## INSTITUTES.

COUNTY.	DATE	CONDUCTOR.
Placer.....	Nov. 4th.....	Dr. A. E. Winship two days.
Colusa.....	" 4 .....	" " " one day.
Tulare.....	" 12 .....	J. G. Kennedy.
Santa Clara.....	" 25 .....	
Sacramento.....	" 25 .....	Prof. W. S. Monroe
San Joaquin.....	" 25 .....	J. G. Kennedy.
Shasta.....	Dec. 16 .....	Prof. L. DuP. Syle.
Mariposa.....	" 17 .....	
Tehama.....	" .....	
Kern.....	Feb. 1890.....	
Tuolumne.....	April 1890.....	

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## Publisher's Department.

We make an exceedingly liberal offer to those who wish to take advantage of clubbing rates. See our advertisement of *The Cosmopolitan Magazine*.

We also offer club rates to those who may be interested in dress reform. We will send *Dress*, the popular magazine published by the Jenness-Miller Publishing Co., and the JOURNAL one year, to one address for \$2.50. *Dress* is worth twice the whole sum to every lady

*SAN DIEGO COUNTY—ITS SCHOOLS, ETC.*

Every reader of the JOURNAL has heard more or less of San Diego City and County, for, truly, has not more than one "Truth-James" testified in substance, that were the most optimistic jack-rabbit compelled to seek a living in the desert region supposed to stretch out east of San Diego City, the poor fellow would fold back his ears and lie down to die, in utter despair. On the other hand, has not more than one "Truthful James" insisted that San Diego is a revised and improved edition of Paradise? Now is not the outcome of all this conflicting testimony the impression left on the mind that San Diego is the land of "Bay'n Climate," nothing more?

But though San Diego has one of the finest harbors in the world and a most salubrious climate, that is not all there is of San Diego. Let us see: San Diego County is the great geographical pedestal of the great State of California, containing, according to the United States Surveyor General of California, an area of 9,580,000 acres, or 15,111 square miles. It is larger than either Massachusetts or New Hampshire—nearly as large as Massachusetts, Connecticut and Rhode Island combined. Of this vast territory, 7,000,000 acres are well adapted agriculture and grazing, while there are hundreds of thousands acres in easy reach of San Diego City which are admirably adapted to the production of nearly all the fruits, vegetables and cereals of both the temperate and tropical climates, this great fact is every day corroborated and emphasized by ocular demonstration.

A few weeks since the Chamber of Commerce opened rooms and invited the people of the county to send to them, for exhibition specimens of fruit, vegetables, cereals, manufactures, etc., and to-day, not only are the hundreds of Eastern visitors who view this exhibition astonished, but hundreds of the residents of this City never before knew what the "back country" could produce. While the shelves and tables are crowded with the finest specimens of fruit, etc., I will mention but a few, to give the reader an idea of the exhibition as a whole. There are corn-stalks 15 feet high; mangel wurzels above 4 feet long; watermelons weighing 91 pounds; squashes weighing 189 pounds; onions weighing three pounds; peaches weighing 9 ounces; oranges 14 inches in circumference; a banana leaf 18 feet long; but this must suffice under this head.

To give some idea of the improvements already made and soon to be made, I will mention the Court House, costing above \$100,000; the

Hotel del Coronado, costing \$1,000,000; the Sweetwater dam 15 miles from the city, containing 6,000,000 gallons of water, and costing \$800,000; the great flume, bringing to the city from the mountains 40 miles distant, an abundance of the purest water, and costing \$1,500,000; and a system for irrigation, to cost \$1,500,000, now in contemplation; the cable car system, work upon which was commenced a few days since; the Otay Watch Manufactory, 10 miles from San Diego, with a capacity for 600 hands. The workmen on the finer parts of the watch have been secured at the celebrated Elgin and Waltham Watch Manufactories.

I might mention in detail the important mineral resources of the county; its railroads; the street cars of the city, thirteen miles of which have already been built; the great improvements made about the Bay; the manufacturing interests; the many fine hotels, churches, and business blocks of the city, but it would need more space than could be spared. I have already written enough to give the readers of the JOURNAL something like a correct idea of the present condition of things here, and, at the same time enable them to forecast the brilliant future that only awaits the full development of the varied resources of this part of the Golden State.

The number of school districts in the county is 110, in which are employed 225 teachers—the number of both schools and teachers having doubled during the past three years. The teachers of these schools, in intelligence and devotion to their chosen profession, and the schools, therefore, in practical efficiency, will compare most favorably with those of older counties in the State.

Passing for the present the San Diego City schools, the more important schools of the county are National City, Elsinore, San Jacinto, Escondido and Carlsbad.

National City employs 8 teachers, the number of census school children being 400. There is here also a kindergarten of 40 pupils, supported by private means. Elsinore has 8 teachers; San Jacinto, 5; Escondido, 4; Oceanside, 3; Carlsbad, 2, the remaining districts employing one teacher each.

Each year, for three years previous to the present, the number of census school children in the San Diego City School Department has doubled, and, of course, compelled an increase in the same ratio of teachers and school accommodation. The number of school census children now in the Department, is 3,828. The number of session rooms is 54. Right here does the fact deserve mention, that the four large school buildings just completed, are, in architectural design, excellence of construction and convenience of arrangement, unexcelled in the State by any similar class of buildings.

These school rooms are distributed as follows : In the Russ Building erected some time ago at a cost of \$15,000, are 8 rooms. In this building is the High School, numbering some 60 pupils. The High School curriculum is complete and intended to prepare pupils for admission to the State University. Its location is the finest in the city, commanding a view of the country for miles around. Its front view commands nearly the whole city, the wide sweep of the Bay, from Point Loma to National City, Coronado Beach and its immense hotel, and beyond all, the broad expanse of the Pacific.

There are also 8 rooms in the Land and Town Company Building, a fine brick structure, costing \$30,000. The B and 6th Street Building, costing \$26,000, contains 8 rooms; the Middletown Building, costing \$25,000, 8 rooms; Sherman Building, 4 rooms, costing \$8,000; Coronado Beach, 4 rooms, with large hall above, costing \$12,000; Old Town Building, 2 rooms, \$6,000; and four 1 room buildings, costing \$1,500 each. The larger buildings, with one or two exceptions, stand on brick foundations, and have large general assembly rooms on the upper floor.

On the Russ School grounds a fine gymnasium has just been erected at a cost of \$4,000. Beside the 54 regular teachers of the School Department, there are special teachers of music and drawing.

Space is wanting for a notice, however brief, of the private schools in this city, of which there are several.

When we consider the rapid increase of the number of census school children, and the amount of time, labor and money necessary to meet the emergencies constantly arising, it must be conceded that the school officials and teachers of San Diego deserve the highest credit for the important work they have already accomplished. It must be inferred, too, that the same persevering progressive spirit that has already done so much, will not cease its activity till the schools of San Diego are the peers of any on the broad Pacific Slope.

San Diego, 1889.

O. S. INGHAM.

JOHN B. PEASLEE: In my opinion, the boy who leaves at the end of a common-school course with a love of reading good books, is better prepared for a life of honor and influence than one who passes through a high-school course without that love; and he who has an ordinary high-school education, combined with a taste for good reading, is better equipped for the duties of life than the graduate of the best college or university in the country without that taste.

## Editorial Department.

Individuality is the one element in all teaching most essential to success. It is conceded everywhere that she is the best teacher whose strong personality makes a deep impress for good on the plastic minds of those about her. It is the same in all professions, strong natures naturally dominate. They cannot very easily be subordinated to others—they must think out and work out life's problems for themselves.

It is these same teachers who often find it so difficult to teach in the ordinary grammar school. A good principal knows that imitation can never take the place of originality, that copying is a fatal error, and that any attempt on his part to introduce his ways and methods as better than those of his subordinate teachers will only weaken his school. After all we have "outgrown methods" in our day and generation. If one is a good teacher, she teaches straight from the heart in whatever way seems best to her, perhaps never the same way twice since no two classes ever present exactly the same conditions.

Then, too, the merciless little critics of our day, always know whether one is just one's self, strong to command, ready to teach well what one knows, with the reins of government well in hand. How ready they are to give the required respect and obedience! And how cruel they can be to one who wavers, who is a feeble imitation of a power beyond. Children must feel instinctively that the power to govern them exists in their own room, in the latent strength of their own teacher, that it is not vested in an absolute sovereign in the first grade room of the second floor.

All this can be done by allowing teachers to impart instruction in their way, holding them strictly responsible for results. This course does not preclude any instruction on the part of principals; a friendly visit from him when he hears a recitation, serves to keep him in rapport with the different classes. But his visits ought to be made in the right spirit, not to show some defenceless teacher before his pupils, how she *ought* to teach, but simply as a supplementary aid to her.

If principals would be content with a little less supervision they would allow the average teacher to do her very best work in her own way, if they would hold her strictly accountable for results,

above all if they would have the moral courage to fearlessly report a teacher who is a failure, the public schools of the State would take a higher rank.

\* \* \* \*

The California State Teachers' Association has been organized for twenty years or more, and its meetings have been held annually, either in San Francisco or in some city not far distant from the metropolis of the State. If our memory serves us, Sacramento and San Jose have each been honored twice. At the meeting held in Sacramento last December it was decided, quite unanimously, to take a new departure this year and hold the session in the southern part of the State. Los Angeles had sent a fair number of representatives each year, and it was thought that justice required a meeting with our friends in that city. Prof. More, of the Los Angeles Normal, was chosen president, and a working majority of the executive committee was taken from that vicinity so that there would no difficulty in getting a quorum together to arrange the program of exercises. This committee is already at work and the prospects are fair for a valuable meeting. So many teachers have immigrated to the southern part of the State within the past half dozen years, that we shall expect several hundred new faces at our annual gathering, and may we not hope that a renewed interest will be developed in consequence.

One reason for fixing upon Los Angeles as the place for our next meeting was that many teachers, who had never visited the southern part of the State, would thereby have both a motive and an opportunity.

We understand that arrangements will be made with the Southern Pacific Company so that all can afford to go, and we are also informed that a local committee in Los Angeles will see that those who go can stay in good houses at cheap rates. Here then is a fine opportunity for the teacher who wishes to combine business with pleasure. We have all read repeatedly of the sunny slopes of our southern counties, of their balmy winter air, their orange groves and vineyards, of the wonderful push and enterprise of their people, of their remarkable increase in population, and of the wonderful development of their material resources. Let us go down in a body and take a look at this goodly land, perhaps after we have breathed the summer air of the land beyond the Tehachapi, and enjoyed the hospitality of our friends, we shall say the half had not been told us. At any rate, all who go will be well repaid for any expenditure of money and strength in those enjoyable experiences which will result from an excursion to a State Teachers' Association in Los Angeles.

## Literary Notes.

The National Magazine for November will contain among other articles "Comparative Philology," by Professor Schele de Vere, Ph.D., J. U. D. of the University of Virginia; "Political Science," by Professor Raymond Mayo Smith, A. M., of Columbia College, and "Shakespeare," by F. W. Harkins, Ph. D., Chancellor of the new National University of Chicago, whose instruction by mail and University Extension System for non-residents now meeting with such favor, will also be explained in this number.

In future numbers will appear a Symposium comprising articles by prominent scholars and statesmen giving their opinions on leading questions, such as "Darwin's Theory," "The Chinese Question," "Socialism," and "Should Immigration be Restricted?" Published the first of each month, at 147 Throop Street, Chicago. Subscription price, \$1.00 a year. Sample copy 10 cents.

Among the popular scientific articles to be published in *The Century* during the coming year will be reports of the latest studies and discoveries made at the Lick Observatory in California, furnished by Professor Holden. Professor Putnam of Harvard has written a series of papers for the same magazine on Prehistoric America, in which he will give the result of his own explorations of caves, burial-places, village sites, etc. A detailed account of the strange earth-work known as the Serpent Mound of Adams County, Ohio, will be printed, and the illustrations of some of the papers will include a number of terra-cotta figures of men and women in a style of modeling heretofore unknown in American prehistoric art.

Beginning with the new volume in October, *The English Illustrated Magazine* will be printed in a new type, and the letter press will be printed across the page; the *Magazine* will also be increased in size.

During the year there will appear, among other articles, a series of illustrated papers by Her Royal Highness the Princess Christian; a series of illustrated sporting articles, written by men who have played a prominent part in the sporting world; among which, in an early number, will be issued Yacht Racing, by the Right Honorable the Earl of Dunraven; illustrations of the yachts "Valkyrie," "Irex," "Varana," and others will be produced.

Messrs. Houghton, Mifflin & Co., Boston and New York announce for early publication, "Literary Landmarks: A Guide to Good Reading for Young People, and Teachers' Assistant." By Mary E. Burt, Teacher of Literature, Cook County Normal School, Englewood, Ill. 152 pages. Cloth, 75 cents.

This book has been prepared as a guide to those who are seeking to provide the *best* reading matter for children. The author has succeeded in her attempt to prove that a child can be taught to read, with enjoyment, books of our standard authors, and to acquire in an incredibly short time, a discriminating taste for the best books and a knowledge of the great beacon lights of literature.

## Our Book Table.

**COMMON SCHOOL SONG-READER**—A Music-Reader for Schools of mixed grades. By W. S. Tilden, Teacher of Music in the State Normal School, Framingham, Mass. Ginn & Company Publishers.

This book is designed to adapt and apply the principles of the "National System" of Musical instruction to those schools where the special conditions and grading are such that the full and regularly graded series cannot be so conveniently and effectively used.

While containing an interesting repertory of school songs, new and old, which fits it for use where systematic instruction in music is not attempted, it is especially intended for those schools in which the principles of elementary instruction and singing by note are to be taken up according to the most approved methods.

**MYERS' GENERAL HISTORY.** By V. N. Meyers, President of Belmont College. Ginn & Company, Publishers.

This book is based upon the author's *Ancient History* and *Medieval and Modern History*, and it is characterized by the same qualities as mark the earlier works. It is believed that the difficult task which the author set for himself, of compressing the fourteen hundred or more pages comprising the two text-books mentioned, into a single volume of about seven hundred pages, has been accomplished without impairment either of the interest or of the easy flow of the narration. The greatest care has been taken to verify every statement, and to give the latest results of discovery and criticism.

The book is provided with between twenty and thirty colored maps, besides nearly two hundred sketch-maps, woodcuts, and photogravures. The illustrations have been drawn from the most authentic sources, and nothing has been admitted save what is illustrative and truthful.

**THE TWO GREAT RETREATS OF HISTORY.** The Retreat of the Ten Thousand and Napoleon's Retreat from Moscow. With an introduction and notes by D. H. M. Published by Ginn & Company, Boston.

These two important historical events are very properly made a volume in the *Classics for Children* series by the same publishers. The account of the Retreat of the Ten Thousand is taken from Grote's History of Greece, with only such verbal changes as would adapt it to the use of young people, and Napoleon's Retreat is an abridgement of Count Segur's narrative. Suitable maps and notes accompany each.

**EUROPEAN SCHOOLS**, or what I saw in the Schools of Germany, France, Austria and Switzerland. By L. R. Klemm, Ph. D. Published by D. Appleton & Company, New York.

As we examine this book we have an impression that no volume of the International Education Series will be found more interesting than this one. No teacher who is at all interested in his work can read Dr. Klemm's accounts of European schools without receiving actual benefit. The author's wide experience in educational affairs enabled him to measure a school accurately and to know where to look for excellencies and defects. His descriptions of methods in drawing, manual training, and language are of great value. The book is particularly valuable for its specific details emphasized by suitable illustrations. We earnestly hope our teachers will manage in some way to get this book and read it.

**THE NEW CALISTHENICS.** A Manual of Health and Beauty. By Mara L. Pratt, M. D. Published by the Educational Publishing Company, Boston.

We are pleased to note that there seems to be a renewed interest all over the country in caring for the health of school children.

Whatever the schools may fail to do they cannot disregard the health of their pupils without a gross dereliction of duty. Children in cities need a stimulus to exercise, and in no place can this exercise be secured so systematically as in the school-room. The manual before us has been prepared by one who understands the needs of the children and how the best results can be secured. It is not only well illustrated, but it contains also motion songs, directions for marching, gesture drill, attitudes, etc. Our teachers will find the book of great value in arousing and maintaining an interest in healthful physical exercises.

**SELECTIONS FROM WORDSWORTH**, with notes by A. J. George, M. A., editor of Wordsworth's *Prelude*. Published by D. C. Heath & Company, Boston.

Professor Shairp has said that a thorough and appreciative commentary, which should open avenues to the study of Wordsworth, and render accessible his imaginative heights and his meditative depths, would be a boon to the younger part of this generation. With the hope of contributing something to the accomplishment of such a result the "Selections" were prepared. To those who delight in the study of nature and its reflex influence upon the development of character these poems will be welcome.

**ROUND THE WORLD WITH THE POETS.** Selected and arranged by Mary Cate Smith and Sarah C. Winn.

The selections comprised in this little book afford a pleasing, as well as practical, series of review exercises in the study of geography. The quotations are arranged in the natural order of the study—beginning with physical features and followed by longer poems relating to particular countries, mountains, rivers, cities, etc. Price twenty-five cents, postpaid. Charles H. Kilborn, publisher, No. 3 Tremont Place, Boston.

**"LAW OF CHILDHOOD AND OTHER PAPERS,"** by Prof. W. N. Hailmann. Published by Alice B. Stockham & Co. Chicago. Postpaid, 50 cents.

To comprehend aright, the Law of Childhood as identical with the law of organic growth; to understand this growth and development as a phase of a great drift toward unification,—or complete living; to find in this unification the Soul of Froebel's Gifts; to discover in the vigorous and harmonious development of the social nature, the Specific Use of the Kindergarten; to discern the fact that the Kindergarten is pre-eminently a School for Mothers; this is progress for educators.

This is the line of Prof. Hailmann's views in this book, which is characterized by deep thought and lucid presentation of sturdy opinions. His name is a sufficient guarantee that the spiritual meaning of life has not been overlooked.

**SHEDD'S NATURAL MEMORY METHOD.** Published by The Memory Co. New York.

That a good memory is valuable is a truism; the best method of securing it is, however, a vexatious problem. In all time devices have been set forth and advocated which its authors have claimed would improve the memory. They have been good, bad and indifferent, mostly bad. Shedd's Method has points of excellence superior to any with which we are acquainted. It is in reality a method and if the instructions are followed the memory will not only be aided but materially strengthened.

#### THE MAGAZINES.

In spite of the rapid increase in the number of millionaires in the United States in recent years, the popular notion is that wealth is yet very much more evenly distributed in this country than in England. Mr. Thos. G. Shearman, the well-known New York statistician, has been engaged for some time in collecting facts to show as precisely as possible the proportion of the wealth of the country held by a few rich men and families; and he finds a greater concentration of wealth here than in any other country. The results of his investigation will appear in *THE FORUM* for

November, and his conclusions will doubtless cause his readers to wonder how it all is to end.

THE POPULAR SCIENCE MONTHLY for November contains the usual amount of interesting reading, but it is particularly attractive to Californians from the fact that it contains a portrait of Prof. John Le Conte of the University, with a biographical sketch and a record of his work and writings in physics. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

There are ten articles, all invested with human, popular, and timely interest, in the handsome October *Magazine of American History*. The frontispiece is an excellent portrait of the late Samuel L. M. Barlow, accompanied with a charming poetical tribute from the distinguished author; George Ticknor Curtis; also a brief appreciative sketch of the great lawyer by the editor.

"The Romantic Beginnings of Milwaukee," "Georgia, the only Free Colony, How the Negro Came," "Kings, Presidents, and Governors of Georgia, 1732-1889" and "A Trip to Niagara in 1835," are a few of the attractive articles found in this number.

#### BOOKS RECEIVED.

LES TROIS MOUSQUETAIRES. By Alexander Dumas. Edited and annotated for the use of schools and colleges by F. C. Sum-

ichrast, assistant Professor of French in Harvard University. Published by Ginn & Company, Boston.

THE BEGINNER'S READING-BOOK. By Eben H. Davis, A. M., Superintendent of Schools, Chelsea, Mass. Published by J. B. Lippincott Company, Philadelphia.

THE FORTUNE OF THE REPUBLIC, and other American Addresses by Ralph Waldo Emerson. Number 42 of Riverside Literature Series. Published by Houghton, Mifflin & Company, Boston. Fifteen cents.

GUIDES FOR SCIENCE TEACHING. No. XV Thirty-six observation lessons on Common Minerals. By Henry Lincoln Clapp. Published by D. C. Heath & Company, Boston.

PRIEST AND PURITAN. Bretanos. New York, Washington, Chicago, London, Paris.

LA BELLE-NIVERNAISE. The Story of a River-Barge and its crew. By Alphonse Daudet. Edited with introduction and notes by James Boiello, B. A. Published by D. C. Heath & Company, Boston.

ELENE an old English Poem, edited with Introduction, Latin, Original, Notes, and complete Glossary by Charles W. Kent, M. A., Ph. D. Published by Ginn & Company, Boston.

EURIPIDES IPHIGENIA AMONG THE TAU-RIANS. Edited by Isaac Flagg. Published by Ginn & Company, Boston.

UNCLE PIPER OF PIPERSVILLE. An Australian Novel. By Tasma. Published by Harper Brothers, New York.

FRATERNITY. A Romance. Published by Harper Brothers, New York.

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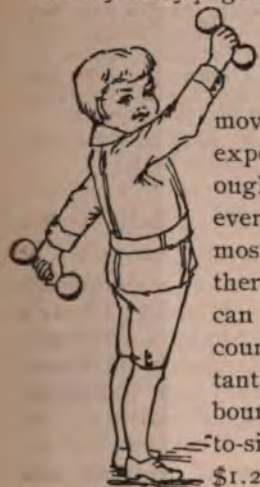
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## *FUNDAMENTAL DEFINITIONS OF GEOMETRY.*

To the thoughtful and earnest teacher no psychological problem has ever offered more difficulties than the presentation of the fundamental definitions of geometry. It might seem that purely ideal propositions should be reserved to a more advanced stage of the human mind, but an age simply farther advanced and not further developed is in no way better prepared to grasp the principles of a pure science. The more we develop the science of teaching to an art, the more we are convinced that there is a time for every study, just as there is a propitious season for sowing, when with proper care we can trust to nature to unfold the germs of thought. Out of season we may, indeed, seem to succeed under many more or less favorable circumstances, but the advantage to our scholars' mind and, far more important to their character, will ever remain doubtful.

It is because we do not begin our studies at the proper period of the developing mind, that we have to hear the constant complaint that such studies are of no real value. Of course they can not be of value, when they do not enter into the thought-life of the scholars, but merely fill them with a number of incomprehensible statements, which they can, in no way, bring to bear on their daily experience, especially after they have left school.

But the fundamental truths of geometry have a value to every thinking being far beyond the definite advantage derived from it by the very few who follow technical and scientific callings in life. The principles of the pure science of geometry are the first steps which lead to the

"narrow gate" through which we enter into that realm of thought which is no longer of this world, but of the world in which "it ought" is sovereign rather than "it is."

In my opinion the teaching of geometry is begun too late in the second year of the High Schools; the proper time to commence it, is in the first grade (eighth year) of our grammar schools. I do not want to discuss here the question, whether it is preferable to precede this study by that of algebra or not; of this, however, I am firmly convinced, that in as much as the majority of the pupils of our grammar-schools are expected to follow trades, we should not send them forth into life without instruction in the fundamental truths of geometry.

It would lead me too far for my present purpose to discuss here the general plan of our grammar-schools; suffice it to say that in my experience there is an unwarrantable waste of time in the prevalent teaching of arithmetic and the two or three hours needed for geometry can easily be spared from the hours set apart for arithmetic without impairing the character of the work in the latter study.

The genetic principle employed in the following fundamental definitions of geometry, has, as far as I have learned, not been presented in our elementary text-books. These definitions were given to a class of boys, (of which the writer was one) of an average of 11 years by Dr. Taegert, then teacher of mathematics at the classical Gymnasium of Coeslin, Prussia. They were dictated sentence after sentence into a blank-book kept for geometrical work and thoroughly explained by the teacher, not by lines or figures on the black-board, but solely by imaginary lines drawn in space. So thoroughly were these definitions imparted, that I was able to write them down from memory ten years later and have used them ever since with signal success, even in cases where pupil's minds had become "balky" through professional malpractice on the part of so-called teachers.

Yet, I am sure, it was not only owing to the strict development of these definitions, which made his pupils' minds as clay in the hands of a sculptor; there was a force in the severe man who taught us which filled with admiration for the science which he held in such reverence even those among his scholars whose tastes were apt to lead them in the opposite direction and whose characters were probably more benefited by him than the characters of those who had a decided talent for mathematics.

The original definitions have been translated from the German and in some respects been differently arranged by the writer; some *parts* have been left out and a few additions have been made

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wherever it seemed necessary. For my critical readers I wish to state that I am fully aware of the antinomy contained in the definitions of the straight line as well as of the angle and of the inadequateness of the definition of space. The definitions of part and direction were omitted from the doctor's scheme no doubt because a discussion of metaphysical terms, however interesting or necessary, is out of place in elementary geometry.

### FUNDAMENTAL DEFINITIONS IN GEOMETRY.

The Science of Mathematics is the Science of *Magnitudes*.

A magnitude is anything which can be imagined to be made larger or smaller, greater or less.

Two kinds of Magnitudes are principally considered in Mathematics, Magnitudes of *Space* and Magnitudes of *Number*.

The Science of Magnitudes of Space is called *Geometry*.

The Science of Magnitudes of Number is called *Arithmetic* (*Algebra*).

Space is that in which is contained the Universe. Space has the following properties; it is *infinite*, viz. it ends nowhere, and it is *contiguous*, viz. every part of Space is surrounded on all sides by other parts of Space.

A part of Space surrounded on all sides by other parts of Space is called a (geometrical) *Solid*. A Solid can be imagined to be made larger or smaller, therefore a Solid is a Magnitude.

The boundary of a Solid is called a (geometrical) *Surface*. A Surface is no part of a Solid, but something different from it; it can be imagined to be made larger or smaller, therefore a Surface is a Magnitude.

If a surface be imagined finite, its boundary is called a (geometrical) *Line*. A line is no part of a Surface, but something different from it; it can be imagined to be made larger or smaller, therefore a Line is a Magnitude.

If a Line be imagined finite, its boundary is called a (geometrical) *Point*. A Point is no part of a Line, but something different from it; it can *not* be imagined to be made larger or smaller, therefore a Point is *not* a Magnitude.

If a point be imagined to move, the path along which it moves is called a *Line*. A Line, therefore, may also be defined as the path of a moving Point. A Point moving continually in the same direction describes a *straight* Line, a Point moving in an ever changing direction describes a *curved* Line.

Therefore, a straight Line is the path of a Point continually moving in a straight direction.

g in the same direction. A curved Line is the path of a Point  
g in an ever changing direction.

A Line is extended in *two* directions; that is, lines can be imagined  
n from a point within the Line and entirely contained in it in but  
lirections.

A Surface is extended in *many* (*not all*) directions; lines can be  
gined drawn from a point within the Surface and entirely contained  
in *many* directions.

A Solid is extended in *all* directions; that is lines can be imagined  
wn from a point within the Solid and entirely contained in it in *all*  
ections.

A Surface in which are *entirely* contained *all straight* line  
gined drawn between any points of it, is called a *plane* Surface or  
*ne*. A Plane *entirely* enclosed by lines is called a *figure*, if *ere*  
ly enclosed by *straight* lines a *rectilineal* Figure, and from the num-  
of enclosing lines or *sides* it is called trilateral, quadrilateral, etc.  
tilateral, or more commonly from the number of angles triangle,  
drangle, pentagon, hexagon, polygon, etc.

If in a plane a finite straight line move all around either of its  
ting points as fixed point, the *other point* describes a *Circular line*,  
*whole line* a *Circle*; the fixed point is called the *Center of the circle*  
all straight lines drawn from it to any point in the circular line  
*rcumference* of the circle) called *Radii* of the circle are identical  
a the generating finite straight line. A radius produced over the  
ter of the circle to the circumference is called a *Diameter* and con-  
is two radii.

The difference in direction of two straight lines in the same plan  
ting from a common point (*vertex*) is called their angle or the angle  
ned by them. (In this case the lines are called *sides* of the angle.) If  
of the sides of an angle be imagined produced to any length over its  
tex, the new angle formed is called its adjacent angle. An angle  
*al* to its adjacent angle is called a *right* angle and its sides are said  
be *perpendicular* to each other. An angle smaller than a right  
le is called an *acute* angle, an angle larger than a right angle is  
ed an *obtuse* angle.

That part of Geometry which treats of Plane figures is called  
*nimetry* (*Plane Geometry*) to distinguish it from *Stereometry* (*Solid*  
*metry*), which treats of geometrical Solids.

An Axiom is a statement whose truth is self-evident, i. e. can not  
'enied.

## GENERAL AXIOMS.

1. Every magnitude is and remains equal to itself, whatever may be the arrangement of its parts.
2. Every magnitude is equal to the sum of all its parts..
3. Every magnitude is greater than one or than the sum of several (not all) of its parts.
4. If a magnitude is equal to a second, the second equal to a third, then the first is equal to the third.
5. If a magnitude is greater than a second, the second greater than a third, then the first is greater than the third.
6. Equals treated (by addition, subtraction, multiplication, division, involution, evolution), with equals produce equal results.
7. If equals are treated with unequals, their results remain unequal in the same ratio.

## GEOMETRICAL AXIOMS.

1. Between two points of a plane but *one* straight line is possible which is the shortest distance between the two points.
2. Two straight lines in the same plane intersect each other in but *one* point.
3. A straight line which intersects a circular line in the same plane, if properly produced will intersect the circular line in *two* points.
4. Two circular lines intersecting each other in the same plane intersect each other in *two* points.

A Postulate is an assent to the granting of some condition.

## POSTULATES.

1. Let it be granted that we have a plane in which we can draw.
2. Let it be granted that we can draw a straight line in a plane.
3. Let it be granted that we can produce a straight line in a plane.
4. Let it be granted that in a plane with a given straight line we can describe a circular line.

University of California.

HENRY SENGER.

BILL NYE says never attempt to cheat an editor out of a year's subscription to his paper, or any other sum. Cheat the minister, cheat the lawyer, cheat the butcher—or anybody, but if you have any regard for your future don't fool with the editor. He will get even with you and more, too. You will be put up for office some day or want some public favor yourself or for your friends, and just when your luck is a thing of beauty and a joy forever, the editor will open on you and knock your castle into a cocked hat.—*Ex.*

*LANGUAGE.*

The aim of our schools is to produce American and intelligent citizens. When we consider the extent of our foreign population and the growing influence of this population, the problem of how to Americanize it presents itself as all-important. It is necessary that this be done in order to maintain the individuality of our Nation, and to accomplish our share in the uplifting and civilizing of mankind. In our public schools then, where children of all nationalities are gathered, must the greater portion of this work be accomplished, and through no better medium than through the study of English, making our language, history and literature part of these foreigners, and in this way teaching them to respect and love their adopted country. Again, we would have intelligent citizens: An intelligent man is at once recognized by the power he has of expressing himself in clear and forcible language, either written or spoken, and this power can only be acquired by the study of language.

We must always have in view the manhood and the womanhood of the boys and girls we are educating, and whether this manhood and womanhood is to be marked by intelligence or not. Intelligence is gained by training the intellect, and this intellectual training strives to give accuracy and clearness to the mind, to enable it to understand what it says and thinks about, and to analyze and reason correctly. Language is an intelligent study. In order to give the youth command over his own powers, we must feed and discipline his mind, and for accomplishing this, no study can compare for a moment with language. This should be the one governing subject in education from the primary school to the University. The study of the relations of numbers and magnitudes, and that of science, both physical and natural, must have their place, for they serve in the highest degree to sharpen the faculties and to instruct within a certain range, but they certainly have not the wide sweep and educational power that belong to language.

By the study of language I do not mean grammar, nor language in the abstract, but language as the expression of thought, and as literature—language that can be used as a means of enlightening the mind, of feeding the higher forces of human nature, of developing the reasoning powers, and of harmonizing the whole being. Language that shall enable the tongue to interpret the soul, not only grammatically, but clearly and connectedly, and shall give it control of the power which lies in words.

When shall this process of power begin? I maintain that it can and should begin in the primary schools. Good foundations of the study of language should be laid when the child's mind is forming, step by step the structure should grow, until at a matured age, we find the edifice completed, outwardly only, but so shaped and conditioned that it is ready and eager to receive inward adornment that serves ever to beautify and render it more habitable. When the child first comes to school, he has already acquired a stock of simple words which present definite ideas to his mind, and he is just beginning to discover relations between these words, and to reason thereon. The teacher must be careful, then, to develop this power and carry on the process without sudden change. This definite use of words must be increased and the power of thought must be exercised by the forming of simple sentences. Let single words be copied from the board at first, then let the child group these single words into sentences. Together with this exercise in synthesis, let there be an exercise in logical analysis. Analyzing a sentence follows more, the working of the mind than parsing words, and in this direction we find the true power of language in developing the mind. Analysis and synthesis, or construction, taken together are the constituents of that element of knowledge, which is indispensable to knowledge—clear expression combined with keen understanding. Let portions of the daily reading lesson be taken as the basis of this work in analysis, let the child understand that, just as he has taken words and formed sentences with them, so the sentences in his reading lesson can be resolved into words, thus he learns that the sentence-forms are the thought and that the words are the life of the thought.

Together with this let there be copying done; let the reading lesson be copied every day; the benefit of this is twofold; it trains the child to be accurate and makes him familiar with the forms of sentences. In connection with copying comes dictation and writing from memory. The youngest child can profit by this exercise; it needs concentration of mind and thought, and the earlier this is developed the better will be the result.

So far I have spoken merely of written language in connection with the beginner. What place does spoken language occupy and how is it best to be effected? In order to develop thought and correct speech in the child there must be some subject for conversation. Here language as literature must play its part. I maintain that literature can and ought to be taught in this way in our schools from the eighth grade up. But you say the children of such an age cannot read these

books or selections. True enough, but the teacher can ; and sure no teacher will consider his or her time wasted in devoting an hour or so daily to reading a selection or chapter from some standard classical work in English literature, and then talking and letting the children talk about what has been read. For the youngest child let the reading be from such works as Æsop's Fables, Hans Andersen's Fairy Tales, Hawthorne's Wonder Book and others of like character. When a tale or a fable has been read, ask one or two of the children to tell you the story, ask them questions about it and be careful that answers are given in sentences grammatically correct. You may fail to rouse the interest of the little ones in this way, and you are laying the foundations for a system of good reading that should carry them through life. If you can obtain any of these books written in words of one syllable, do so by all means, and put them into the hands of your young children. Let them know that these are books of their readers, that the men who wrote the selections in them also wrote books, and that these books are to be read. Let them use the books and read the books from beginning to end. I am confident that if children were given good books to read at an early age they would acquire the habit of finding pleasure and comfort in reading and in later life we would see less or none of the wretched trash now in the hands of our young people.

This system of language study begun in the primary grades should be continued, and step by step elaborated in the higher grades; for with increasing age in the child there is increasing power and thought, and the teacher must be ready to meet every demand of an inquiring and receptive brain, and thus augment the child's intellectuality. At this period certain exercises, generally considered as forming a part of grammar study, should be introduced in the language work. These are a thorough grounding in the inflections of the English language and in the use of idioms. This requires patience and constant practice in the use of the various forms, gained in no other way than in language work. Also at this stage there can be introduced with good results, a reasonable amount of instruction in the simple intellectual qualities of style. Clearness, above all, as well as simply an intellectual quality, should receive particular attention. I do not advocate the study of rhetoric here; by no means, according to what we must aim at now, and later on, through rhetoric, will come effectiveness.

In the written work let construction be continued; and now, in the formation of words into sentences, should follow the combination

these sentences into groups, or composition work. Is there any name more dreaded alike by teachers and scholars than composition? Other studies, mathematics, history and science are pursued with interest and profit, and are found to be comparatively easy to teach. But when the hour for composition work arrives, the teacher goes to it with misgivings and the scholars with dread. And why is this? The reason is not a complex one. In all other subjects the scholar has received a certain amount of information by one process or another, it has been driven into his brain and it is not difficult to draw it out again. In composition, the scholar must give information instead of receiving it; for the first time perhaps he is experiencing the importance and responsibility of his own individuality. Is there not some method by which this great mountain can be climbed with more ease and pleasure by both teacher and scholar? First of all, the material for composition work should be varied and interesting. The pupil should not be given some abstract subject, such as Honesty, Pleasure or Charity and be told to write all he knows on that subject. In the lower classes let some appropriate subject be taken, let the teacher question the pupils beforehand on the subject, let the pupils interchange ideas about it, let them be given some preparation in special difficulties in spelling, punctuation and arrangement, and then will the scholars be ready to write the composition. As material for these exercises, the teacher may take some story from the reader. A description of a well-known object, an animal, an excursion, or an incident in the child's every day life. As the scholars advance, give them exercises in reproduction. Read to them a good story from some standard work or a chapter from some book and let them tell the story in their own way, carefully avoiding the language of the author. With scholars in the first and second grades, this kind of work may be made profitable in more ways than one. Fiction, history, biography and travels may all contribute to the interest and usefulness of the work.

Language in spoken form deserves our attention now for the grammar grades. At this period the scholars are able to read anything for themselves and the teacher cannot be too careful in seeing that the tastes of their pupils are being continued and developed in the right direction. Read to them and have them read such tales and poems as Hawthorne's *Twice Told Tales*, Scott's *Tales of a Grandfather*, Lamb's *Tales from Shakespeare*, Longfellow's *Evangeline* and *Hiawatha*, Scott's *Lady of the Lake*. But with this reading there must be talking and the expression of thought. Bacon says, "Reading maketh a full man, conference a ready man, and writing an exact man." The

selections from the readers can form topics for spoken language. Let the pupil's understanding of the text be questioned by skillful questioning on the part of the teacher, let the scholar do the thinking and the talking, the teacher seeing that it is done properly. Exercises in analyzing in definition, in the use of synonyms, and in the explanation of the thought, can all be put into requisition here.

The scholar is now ready to pass from the grammar grade into the High School. If a vigorous course in language has been followed, his mind and thought have been developed, and he realizes that he has powers of his own. The boy or girl has now reached the period, which for the majority, is to be the best period of systematic work for the educating of the mind. Language now takes the form of literature, and the mind is to be fed with food, rich, varied, life-giving, and sweet to the taste. She must remember that the business of the school is to develop the heart as well as the head, and nothing can so develop the emotional, moral and imaginative man as the study of literature. Here the written work in language must know no end. There must be outlining, paraphrasing, abstracts, descriptive and character sketches, all taken from the work in literature. Composition work aside from this must have due attention. Let the subjects be chosen judiciously, either by scholar or teacher, let the material be gathered, and let the scholar be taught how to arrange it and use it, how to *think* out his subject, and how to make an outline for it. We have passed by the day and we are thankful for it, when the lines of authors and the lists of their works were studied to the exclusion of their writings. Now we study the works themselves, we know Scott and Shakespeare by reading Scott and Shakespeare, and not what has been said about them. A recitation in literature requires close communion between teacher, scholar and author, accompanied by sufficient comment and question to make the text intelligible to all. The scholar must grow wiser every day, he must be brought to express in his own words what he has read, and also to express his own views on the same topic. The power of these noble thoughts that the scholar reads and inwardly digests, should be such that at the end of the year's work, he should not be the same young man that he was when the term began. Word study, analysis, peculiar grammatical forms, qualities of style, and figures of speech should all be taught in connection with literature; but the exercise in this line should not detract from the grasping and assimilation of the thought.

Reading in connection with the class work and outside of it should be assiduously followed. Not every scholar has access to a good

ry at home, hence the importance and necessity of good libraries in connection with our High Schools. Let the teacher advise the scholar what is best to be read, instruct him in the kinds of literature suited for different ends, and talk with him on what he reads. This will involve the using of some time outside of school hours, but no teacher will begrudge it if he has in view the thought that he is helping to elevate, strengthen and ennoble the minds of the future fathers and mothers of his State, and thereby spreading about a power that necessarily have an influence for the good of humanity in general. In conclusion I will quote a few words from an eminent Professor at Edinburgh. "We may conclude that the study of language thus alone conceived, enlarges faculty and feeds the soul of man as no other subject can possibly do. But it can further lay claim to a unique power of sharpening and disciplining the faculties. Teach language, not merely as an analytic exercise, but as concrete, as literature. Make the study living, and save humanism from being overwhelmed by the advancing wave of scientific realism."

Grass Valley, Cal.

CATHARINE E. WILSON.

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LOVE DIES NOT.

The sun shines out for a day or two,  
 And the heart of the seed awakes and warms,  
 And then the skies are no longer blue,  
 And then comes shadows and clouds and storms;  
 Pitiless rains that have their way,  
 Hour after hour, day after day;  
 And, oh, 'tis a comfort to me and you  
 That Love fades not as the sunbeams do!

Stars go out in the quiet sky;  
 Sunbeams fade and the moonbeams pale;  
 Buds of beauty bloom but to die;  
 All the fountains of pleasure fail;  
 Rain and sleet on our bowers descend;  
 Song and sunshine must have an end;  
 But wherever our home, wherever our lot,  
 'Tis a comfort to know that love dies not.

—Josephine Pollard in *New York Sun*.

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The Eiffel Tower Company has now paid to the stockholders more than the whole outlay.

## SCIENTIFIC TEMPERANCE INSTRUCTION.

In this paper we shall discuss the functional and organic derangements of the heart, blood, and blood vessels caused by alcoholic drinks.

To begin with, let us put in a plea for the microscope: not only of the little ones whose principal use is to tickle the conceit of amateurs and to examine flies' feet with, but a larger one adapted to the examination of tissues, of the blood corpuscles, and the minute but horrible menageries of stagnant pools and vinegar cruets. When Natural Science gets the foothold that it ought to have in our schools, such a microscope will be as necessary a piece of apparatus in the school-room as the maps, and some knowledge of microscopy an important part of a teacher's training. At present, however, the use of a microscope will probably be beyond the reach of most teachers in country schools; but certainly town and city teachers, by a little effort in the right direction may either have one added to the school apparatus, or at least find some scientist who will occasionally lend his microscope and his aid to this kind of research.

Apparatus needed: a beef's heart; two bottles of blood, one of which has been allowed to clot and the other kept from it by mixing it while yet warm with one half its bulk of a strong solution of glauber's salt, a small vial of phosphoric acid, a small piece of crayon, and alcohol; if possible to obtain a microscope add to the above a live frog etherized.

Hold up before your pupils the beef's heart; call attention to the great blood vessels, an inch or two of which should be left attached; call attention to the difference in appearance between an artery and vein; the semi-lunar valves of the aorta may be seen as thin little pockets attached to the walls. Now with a sharp knife cut open the four chambers of the heart. If skillfully done the valves between the auricles and ventricles may be understood; call attention to the difference in thickness of the walls of the two ventricles and explain why.

Explain the circulatory system of arteries, capillaries, and veins by words and diagrams, and aid yourself, if you have a microscope by observing the circulation in the frog's foot. By means of strings and pins fasten the web of the foot under the object glass of the microscope. This is a beautiful experiment and once seen can never be forgotten. The red blood corpuscles floating in clear plasma seem to chase each other.

her through the network of capillaries, now two or three abreast, now one, as the stream narrows, like merry little boats in the interlacing channels of some swift river.

It should be as carefully explained as possible that the contractile force of these capillaries resists the force of the heart; that is their walls tend to push back on the blood and thus regulate the pulsating action of the heart, and that if anything should occur to weaken this contractile force of the blood vessels, the heart would be let loose, so to speak, and beat so fast that it would wear itself out more rapidly than it could be repaired.

Dilute a drop of fresh blood and look at it through your microscope, to study the red corpuscles. Place two watch crystals back to back, that is with their convex surfaces touching, in form of a double concave lens, and tell your pupils that is the shape of the red corpuscles. These little bodies are to carry oxygen from the lungs to all parts of the body, to burn up the worn out matters and to carry back to the lungs a load of carbon di-oxide the result of this combustion. If anything robs these corpuscles of their oxygen, or makes them incapable of carrying it, then the effete matters that should have been burnt are left to clog up and poison the system, causing disease of the skin, liver, and kidneys.

As the blood nourishes every part of the body it must also carry all the kinds of nutriment needed by the various tissues of the body, serum for the muscles, albumen for the brain, earthly matter for the bones.

Now we will suppose that all that I have said, and more, has been shown and told to the pupils concerning the heart, blood and blood vessels, until they understand their mechanism and functions as well as their years will admit; we are now ready to take up the deleterious effects of alcohol upon them.

One of the first effects of drinking even wine, is the flushed faces. Why? The alcohol in the wine so acts on the capillaries as to render them less contractile; the heart not meeting with its usual resistance beats faster and the capillaries become gorged with blood; now remember that the capillaries are not all on the surface of the skin, they are so in the lining of the stomach, in the lungs and other parts of the body, and they all, external and internal, suffer this unnatural congestion. The heart also is urged on at such a pace that it is weakened thereby and this period of unusual exertion must be followed by a period of feeble action. If a sufficient number of repetitions of this con-

dition follows, the fibre of the heart is impaired by fatty degeneration or excess of fluid.

The phosphates carried by the blood to the bones are precipitated by alcohol and form a crust in the blood vessels, generally the arterial ones, which destroys their contractile force and renders them liable to burst under any unusual strain. This may be illustrated by an experiment. Scrape a little chalk from a crayon and put into a test tube; add to this some phosphoric acid and wait a few minutes for it to become entirely dissolved; add now a few drops of alcohol and a white precipitate will be formed; in just this way are the earthly phosphates precipitated little by little in the blood vessels, not only robbing the bones of their nutriment but coating the interior of the arteries and capillaries as above mentioned.

Show to the school the two bottles of blood, in one of which the fibrin has been allowed to coagulate and in the other kept up by the glanber's salt. Explain the coagulation of the fibrin and its dragging down of the corpuscles to form the clot.

Add a little alcohol to the drop of blood under the microscope and the corpuscles will become shrunken and irregular in shape and will lose most of their color. The alcohol has acted upon the water and albumen in them, and also has dissolved out their coloring matter.

Now these phenomena do not immediately occur in the body to such an aggravated extent, of course, because no such proportion of alcohol ever gets into the circulation at one time; but its deleterious tendency may be shown by these experiments and your pupils may truthfully and scientifically be told that just in proportion to the amount of alcohol absorbed into their blood are the capillaries weakened, the heart worn out and degenerated, the blood corpuscles shrunken, the earthly matters deposited in their blood vessel, and the nutritive functions of the blood impaired. IDA M. BLOCHMAN.

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#### COURSES OF STUDY.

All the counties of the State have compulsory courses of study for all common schools. About no study has the parent or pupil any choice. I believe this to be wrong. It may be well to have all go through the same course in the primary school, but when the grammar school is reached the parents should have a choice of the studies their children are to pursue.

Not one-half of the primary pupils go through the grammar school. It is acknowledged by all good educators that too many studies

are taken at one time by our grammar school pupils. Why would it not be wise to allow those who cannot finish the entire course of study, to spend more time upon certain studies which may be of more practical benefit to them than a smattering of some other studies? The whole system of studying out of school, with five hours of recitation in school, is wrong. It is ruinous to the health of body and mind. Yet our present courses of study seem to demand it. They crush the individuality of pupil and teacher. They make mere drudges. I cannot but think that many of the studies (such as arithmetic for example) should not be taught in classes. Wrong, too, is the system whereby one teacher has one grade of work instead of certain branches of study to teach in several grades.

I believe in courses of study, but they should be more elastic. I believe in graded schools, but not in keeping a child back a year in arithmetic because he fails in geography. I believe that the plan of having one grade stay one year with each other, offers a premium for show work instead of solid training, and encourages dullness in pupils and teacher.

I believe no course of study should allow the pupil to pursue more than four studies at a time (except manual labor studies.)

I believe County Boards of Education should make all courses of study beyond the primary grades, elective or recommendatory, instead of compulsory. I believe our entire system of graded schools should be reconstructed and either the hours of school shortened by one-half or the teachers forbidden to require out of school study.

C. M. DRAKE.

### GOOD NIGHT SONG.

The birds fly home from east and west,	Oh baby! to be left behind
The sleepy winds are blowing,	Would bring us care and sorrow;
All tired wee things have gone to rest,	'Tis in the dream-world you must find
And baby must be going.	The laughter for to-morrow.
Dress him in white,	There kisses grow,
And fold him tight,	And dimples blow,
And whisper once, and twice, "Good night!"	And thinking streams of music flow,
Then set afloat	So sweet and clear—
The cradle boat	Oh, baby dear,
The slumber ship is just in sight;	The time is up to rock and row.
Now rock and row,	We reach the ship;
Swing to and fro,	No—back we slip—
The winds are soft, the waves are low,	Again the oars we poise and dip,
The dream-world shores lie dim and blue,	We dip and poise—Oh! ship so white,
The sky is fair, the ship is true.	Now take him in. Sweetheart, good night
	—Carrie W. Bronson, in <i>Good Cheer</i> .

## HYMN TO A WATER FOWL.

## A CLASS EXERCISE.

"To him who in the love of Nature holds communion with her visible forms, she speaks a various language."

No candid mind can doubt that each of her voices struck a responsive chord in the heart of William Cullen Bryant as, obeying his own injunction, he, "Went forth under the open sky to list to Nature's teachings." He heard them as the echoes of the permeating voice of the Creator, the workings of whose hand he saw in every detail of the universe. His observation, a natural endowment, but greatly cultivated by continued practice, led him to fix his attention on the smaller as well as grander beauties. Gladly, to such a willing pupil, would the kind old Dame unfold her many secrets.

How close an observer he was is manifest in this poem before us. He watches at even fall a water-fowl, as with a definite aim it never deviates from its course, but wings its "solitary way" across the country until it is lost to view. Then in his imagination he traces his long flight to its close, when from his experience he knows it will build for itself a summer home among bending reeds. This incident awakens in him the thought of the ever-watchful, guiding care of the Great Master.

Now some Mr. Gradgrind says: "What nonsense! Pity the fowler didn't kill that duck and eat him. Beauty in Nature? Bah!"

But in the one who appreciates the poem, who has an insight, however slight, into Nature's mysteries, does it not awaken a longing to pierce still farther into the unknown regions, to drink so deeply from the overflowing fountain that like Prof. Muir, the learned Geologist, we will have such a veneration for all created things that we would hesitate to crush a tiny flower beneath our feet? To the one anxious to be instructed, Nature is a willing teacher. She wishes that even the Gradgrinds should find these hidden beauties if they are earnest in their desire for knowledge in this direction. Would you enter her class? Primarily, she requires a close application to every branch of study taken up in order to quicken perception. Then open eyes ready to discover minute details in the tiny objects which surround us. Not till then will we be able to sympathize with the great poets who live so near to Nature's heart.

But it simply watching the flight of a water-fowl excited in the net such a lively sense of the beneficence of the Creator, how much must this be increased by a closer acquaintance with Nature's countless operations! Observe the prudence of the bee, the squirrel and the bird in laying up their stores for winter; the mechanical ingenuity of the beaver in constructing his aquatic home; the birds in building their nests; and the annual migration of the latter from south to north in spring, with their return flight in the autumn. The same Power that implants these instincts governs all created things. It not only stays the mighty rivers in their course and says to the restless ocean, "Thou shalt not come and no farther," but protects the most beautiful little flowers that cling by slender threads to the great boulders, far up the snow-capped Sierras.

We say, "Surely God doeth all things well," and agree with our poet, "He who guides the bird will lead our steps aright." But do we believe it or only think it is one of those excellent theories that are true in the abstract but are never practical? If we had a perfect trust in the great All-Father would so many doubt his word and dishonor him by borrowing incessant trouble for the morrow? Have we smiled at the Pilgrim's baseless fright when beholding the lions? "The lions are chained but he saw not the chains." Yet with as little reason is the life of our nation being sapped, not by work, but by this American worry. This unfortunate habit checks the moral, mental and physical growth, wrecking the happiness not only of the individual but of all with whom he comes in contact.

Let us seek through every hour of the day to do the "whatsoever" our hands find to do," remembering, "God hath already said what shall befall." CLARA L. SAFFORD.

Oakland High School.

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#### INYO COUNTY SCHOOLS.

Bishop Creek School has just opened in a new \$7,000 school house. The Pine district has contracted for \$2,500 new building and the school Union district has taken possession of its new school house, which cost \$2,500, and \$6,500 has been previously spent in Inyo county in new school houses during the past two years. This speaks well for the people of Inyo county.

### THE AMERICAN DIALECT SOCIETY—AN APPEAL FOR AID.

Everyone recognizes that, while the language chiefly spoken in America is in general termed "English," the inhabitants of different districts have certain peculiarities in pronunciation or diction by which they can at once be recognized. No one who has given any attention to the subject would be any more apt to mistake a Virginian for a Yankee than a Cornishman from a Cockney. Though nearly twenty years ago the schools of England united to form the English Dialect Society for the purpose of investigating the various dialects found in the British Isles, however, the variations from normal English found in the United States have been huddled together under the term Americanism and up to the present year have been considered worthy of attention only by our magazine story-writers and versifiers.

But in the early part of this year a number of American scholars, encouraged by the success of the English society, met at Harvard University, and formed the American Dialect Society, of which Prof. Francis J. Child was elected President; Prof. James Morgan Hart, Vice President; and Prof. Edw. S. Sheldon, Secretary. The constitution adopted by the Society states as its object "the investigation of the spoken English of the United States and Canada, and incidentally of other non-aboriginal dialects spoken in the same countries." For the present the work will be confined to the study of peculiarities of pronunciation and vocabulary, and effort will be made to distinguish between those that have survived from Old English or from English dialects and those that are of independent development, and to determine the precise habitat of each. The results of the study will be published as often as possible and sent to every member.

The size of our country and the mass of material to be investigated require, however, the united efforts of a large number of observers to produce results of any very great value, and the Society appeals to the teachers of the country to aid them in their work. Secretaries have been appointed for various States to have the charge of the work in their respective districts, and I have been asked to superintend the collection of material in California. Teachers, especially in the country or in small towns, are peculiarly fitted for this work, as their education and advantages enable them to detect many peculiarities in the speech of their less cultured neighbors, and the contribution of

some humble observer may settle a question that has vexed students of philology for years. 'Local names of animals and plants, exclamations, words used in games, and any strange, uncommon, or antiquated words or uses of words really current in any community are of value, and the lack of common words or phrases which one would expect to find everywhere, is of hardly less value.' The General Secretary suggests that "many school teachers might contribute lists of words and phrases which they perhaps have to teach their pupils not to use."

In this State, with its cosmopolitan population and variety of pursuits, there must be many words in common use that, so far as English is concerned, are purely Californian. I particularly desire correspondents who will furnish lists of Spanish words that have come into ordinary colloquial usage, such as "barranca" and "arroyo;" of peculiar words or expressions connected with mining, as "riffle," "petered out;" of words peculiar to the wool industry, as "woolner;" and of striking terms used in lumbering or vine-growing. Apart from these, however, there is a host of such colloquial peculiarities a "block," "ranch," "pack" (carry), "bit," "kids" (children), and "Sandy Pete" (centipede) to be noted. *"Even one such peculiarity found in common use where it is not already been noted has a value for the purposes of the Society."*

Anyone may become a member and receive the publications of the Society on the payment of the yearly dues of one dollar. To quote from the circular issued by the Society: "The conditions of membership have been made very easy in order to attract many members, for it is believed that the number of those who can contribute material in large or small amounts is very great. All who feel an interest in the plan of the Society are invited to join it, even if they do not feel sure of contributing anything but a membership fee. Without a large membership the expense of printing will render publication only possible in small quantities or at long intervals. With a large membership it will be possible to publish oftener."

It may be well to add that the publication of the English prototype now form a valuable library of nearly sixty large volumes, whose worth is acknowledged by every English scholar.

The Society has already published a more detailed account of its purposes and methods and a system of Phonetic Spelling, which may be had on application to me. As its first volume is to appear this month I shall be glad to receive subscriptions from those interested, as early as possible.

WM. D. ARMES,  
University of California.

WM. D. ARMES,  
Secretary for California.

### "AN'T" AND "HAN'T."

No syntactical errors give greater annoyance to the teacher than the use of the vulgar contractions "an't" and "han't.". How best to prune child speech of these errors is a question worthy of discussion. In our school we have two companies organized and engaged in a war against "Bad English" (not bad grammar, notice) and fighting for "Good English." The Captains of the two companies have furnished the children badges, one company wearing blue, and the other yellow. When "a blue" notices an error of speech made by "a yellow" and calls his attention to it, we say "he has fired a shot into the enemy's camp." The contest is to see which company will "fire the most shots" at a common enemy. The plan arouses great enthusiasm. The errors are never repeated. We fear the repetition of errors, for the ear is thus made familiar with them, and the tongue is trained by the ear. No child can repeat an error unless the child corrected acknowledges that he made it. In response to roll call the errors are reported thus: Lottie Crocker, 3; John Bristol, 5; &c. We are not always at war; but in peace we prepare for war by "drills." Our "drills" are "to be" to get rid of "an't" are as follows:

1. I am not. I'm not. 2. You are not. You're not. You are n't. 3. He is not. He's not. He is n't.

Exercise 2 is varied by substituting "we," "they," or a noun, third person, plural, for "your," and exercise 3, by substituting "she," "it," or a noun, third person, singular, for "he."

The children give these exercises over and over again in concert, placing some designated compliment after "not," as "I am not hurt," "I'm not hurt," &c. Similar exercises are arranged for the word "have."

The purpose is evident: so to familiarize the ear with the proper form that the improper will be discordant, and so to train the tongue that, without thought, the proper form will be used.

We arrange "drills" not only for the correction of the two mentioned errors, but for the correction of all prominent errors, such as the use of the objective form of pronouns in the predicate, and the indiscriminate use of the past tense and the perfect participle of irregular verbs.

The method has been so affective that I cordially recommend it to other teachers.

K. N. T.

*SCIENTIFIC TEMPERANCE EDUCATION WORK OF THE  
W. C. T. U.*

[From our Chicago Correspondent.]

Five hundred or more able-brained women, representing 250,000 other women in every State and Territory in the Union all engaged in determined battle against the saloon, is what one sees at the great annual Convention of the Women's Christian Temperance Union, now in session in Chicago.

Probably no Department among the 40 in which these women are working, is more directly in the line of accomplishing the purpose of the organization, than the Department of Scientific Temperance Instruction, of which Mrs. Mary H. Hunt of Massachusetts is the originator and prime mover.

A large map of the United States, hung on the walls of the Convention building, represents in white the territory covered by Temperance Education laws, and in black that which is without.

A long list of books on which appears the names of some noted Scientific Authors, and of at least five of the leading Publishing Houses, besides other smaller ones, sets forth the names of a dozen or more manuals of instruction which have been submitted to the supervision of the Superintendent of this Department, Mrs. Hunt, while in preparation and have received endorsement because of their satisfactory teaching on this subject.

It has probably never before been given to any one person to lead a movement which is destined to tell so much on the future as this. Only a genius for influencing public opinion and for organizing and directing undisciplined and widely scattered forces could have given so great an impetus to so great a movement in so short a time.

The following are extracts from the report of this Department:

The recent unsuccessful prohibitory Amendment campaigns have been in reality attempts to focalize into law popular sentiment against alcohol that does not exist. Few of the disheartened over these results now, or probably have stopped to think, that there is now at work an almost universal force creating an intelligent conviction that is sure ere long to permanently reverse these defeats.

Within seven years the legislatures of 27 states and the National Congress have made the science of temperance a mandatory

schools under their control. Only eleven states now remain without this legislation.

Long before the next decade closes Scientific Temperance will be a compulsory study in every public school in this Republic.

The lack of a variety of suitable school manuals to teach this topic seemed an insurmountable obstacle at first. To urge the exclusive adoption of the first books that met the need, and, as long as they were the only ones that did this, to oppose unworthy books, urging their revision, was an obvious, though not pleasant duty, that is no longer imposed for the revision of other defective books and the preparation of other good ones is the great victory for Scientific Temperance of this year.

As a result of our unflinching refusal for four years to endorse books on this topic that fell below our standards, and of the hard work of the past year, we now report as many good, well-graded temperance physiologies, bearing our endorsement because conforming to our standards, as there are school text-books on most other topics. These are issued by different publishers and among their authors are names known to national and international fame.

We have now four series we commend, each consisting of a well-graded primary, intermediate and high-school book. The first is the "Pathfinder Series," our first books which have been pathfinders indeed and than which there are no better books. Let us never forget our debt of gratitude to their publishers, A. S. Barnes & Co. who published for us when no one else would.

Next to these in the order of their publication, and which we now commend as well, are the "Eclectic Physiology Series," published by Van Antwerp, Bragg & Co.; "The Union Physiology Series," published by Ivison, Blakeman & Co. (being a substitute for the Smith Physiologies); and "The Authorized Physiology Series," published by D. Appleton & Co.

In addition to these we have several individual books: an intermediate book entitled, "A Healthy Body," by Charles H. Stowell, M. D. of the State Medical University, Ann Arbor, Mich.; "Dulaney's Standard Physiology," published by W. J. C. Dulaney, Baltimore, Maryland; and a High School Physiology now in press by Dr. H. Newell Martin F. R. S., Johns Hopkins University.

The best laws and the best books are useless without interested teachers, but each year shows the teachers more ready to adopt practical methods as fast as these are developed and presented. This

year teachers are reported as doing more and better work than ever before.

While it is yet hardly time to look for results from this work, reports coming from all parts of the country testify that public opinion is being influenced by what is taught in the schools, that classes of people inaccessible by other instrumentalities are being reached; that in many cases the habits of parents are being changed, and that a generation is in training for whom the saloon will have no attractions. These results are most marked where these laws are best enforced with our endorsed text-books in the hands of the pupils.

Give us time enough and good-bye to the hallucination abroad in the land that there is something good in alcohol for beverage purposes, and good-bye to the saloon that cannot exist after that hallucination is dispelled.

The great events in history that we call progress have been the slow fruitage of seeds of truth sown in the human mind. A little more than 500 years ago Wycliffe translated the Bible into English. Volumes were chained to reading desks in open churches and the printing press that followed gave truth a wider hearing. As surely as Luther and the Reformation were the sequel of the open Bible in the language of the people, as surely as constitutional liberty followed the Magna Charta and the printing press, so surely will alcohol be abolished from the habits of the people who have learned through the schools of its evil nature and effects, and so surely will the overthrow of the saloon follow the enactment of these Scientific Temperance Laws and the study of these temperance text-books, both of which are echoes of the primordial decree "Let there be light."

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## COUNTY INSTITUTES.

### NAPA COUNTY.

The Teachers' Institute of Napa county assembled for a four days' session at Napa City, Oct. 28th. All teachers of the county with a single exception were present. The Institute was instructed by Dr. A. E. Winship of Boston and by State Superintendent Hoitt in addition to the local talent. The program arranged by Supt. Huskey covered a large range and was admirably carried out.

Dr. Winship fairly captured the Institute as well as the people of the city. The largest audience ever assembled to listen to an Insti-

tute lecture, greeted him at the Opera House, numbering fully 700, all of whom went away delighted.

When Superintendent Hoitt entered the Institute on the second day, he was greeted with hearty applause, and his suggestions were cordially welcomed.

The press of Napa gave much attention to the Institute work and joined the teachers in declaring the Institute the best ever held in the county.

#### PLACER COUTNY.

Placer County Institute met at Auburn, Monday, Nov. 4th, and continued in session five days. Every teacher in the county was present. Superintendent Burns had prepared a most elaborate and comprehensive program, upon which appeared a large number of the names of the teachers of the county, all of whom did themselves and their profession credit as they appeared one after another before the Institute.

State Superintendent Hoitt's and Dr. A. E. Winship's presence had been advertised for two weeks in the Auburn papers and a large number of the people of the county assembled to greet them and listen to their words of encouragement and instruction. Supt. Hoitt made a general address, touching upon many subjects of interest to teachers and parents and a special afternoon address upon the subject of "Character Building." His remarks elicited hearty applause on both occasions.

After his first introduction, Dr. Winship was greeted with a storm of applause whenever he arose to address the Institute or the people. He spoke upon "The Boy" and also upon "Personality," in the evening. On the last occasion there was not room in the church to hold the people who desired to listen to him.

At the close of the lecture it was announced that a reception would be tendered by the people of the county to Dr. Winship and Superintendent Hoitt and wife. The spacious dining hall of the Putnam House was thrown open and hundreds of people soon filled it. Hon. W. B. Lardner gave a neat address of welcome, which was neatly responded to by Superintendent Hoitt and Dr. Winship. Speeches were also made by Superintendent Burns, editor Richmond of the *Argus* and editor Seavey of the *Herald* and others, after which conversation and refreshments were in order.

Superintendent Burns, at the social held on Thursday night, was

the recipient of a beautiful volume of Longfellow and an elegant scarf pin presented by the teachers.

## COLUSA COUNTY.

Colusa County Institute was also opened on Nov. 4th and equally favored with Placer county, by a two days' visit from Dr. Winship and Superintendent Hoitt. The addresses of the former were as vigorous and inspiring as ever, notwithstanding the fact, that for six weeks the Doctor has been incessantly talking and traveling. His lectures were delivered to crowded houses and many were turned away, there not being even standing room. The teachers who heard him will work with redoubled energy during the coming year, and many a parent expressed themselves as benefitted and strengthened by his wise counsels.

Superintendent Hoitt was greeted with storms of applause every time he put his foot into the hall. His talks on School Management and Law were eagerly listened to.

The citizens of Willows gave an elegant banquet at the close of the Institute to the two visitors. Covers were laid for about 200 guests and the occasion was one of fraternal sympathy and unaffected sociability, long to be remembered.

## TULARE COUNTY.

The session of the Institute this year was held at Visalia, Nov. 12th to 16th. The array of outside talent was of such force and quality as to draw excursions of citizens from surrounding towns, so that the audiences numbered nearly fifteen hundred. The lecturers were State Superintendent Ira G. Hoitt, James G. Kennedy, John P. Irish and Prof. Gayley of the State University. This was Prof. Gayley's first meeting with any of the California teachers as a body, and he showed himself deeply in sympathy with their aims and work. His lecture on "Cubes, Marbles and Men" was a very scholarly production. Mr. Kennedy's experience and abilities are appreciated wherever he goes, and nowhere more than during this Institute. Mr. Irish delivered a popular and rousing address and Supt. Hoitt was welcomed by everybody.

Superintendent Murphy is to be congratulated upon his fine program and the skill with which it was carried out. There was a wonderful spirit of emulation amongst the teachers that bodes well for the future.

## STANISLAUS COUNTY.

Every teacher in the county but one was present on the opening day, Nov. 20th, notwithstanding the very inclement weather.

The program had been so arranged that the teachers should perform the work of the Institute and *every* teacher was assigned a part. State Superintendent Hoitt was present one day and congratulated the teachers and Superintendent upon the good work done in the schools last year and upon the spirit they manifested in the Institute work. All were encouraged by his remarks. He was greatly pleased with Superintendent Howard's plan of examining his teachers on the School Law. The results of this examination were very satisfactory, and will undoubtedly create a much greater interest in the provisions of the law, both present and future, than would otherwise be entertained. Superintendent Howard is ably assisted by his wife, who acts as deputy. He reports the schools of his county to be in a flourishing condition.

### *RULES AND REGULATIONS OF THE BOARD OF EDUCATION OF SAN DIEGO COUNTY, CAL.*

Adopted April 30, 1889.

#### RULES RELATING TO TEACHERS.

Rule I. Every teacher must file his certificate or diploma in the office of the Superintendent of Schools, before beginning school.

Rule II. Upon opening school, each teacher shall immediately report to the Superintendent such fact, the number of pupils enrolled the text-books in use, and the number of pupils in each of the several grades.

Rule III. Every teacher who acts as Librarian is required to make a report to the Superintendent, upon the blanks furnished for that purpose, at the beginning and close of each term.

Rule IV. Immediately upon closing a school, either for the term or year, teachers must report such fact to the Superintendent of Schools, and file with him a report for such term or year.

Rule V. Teachers are required to keep a State School register, in the manner prescribed in the register furnished by the State, in which shall be left at the close of the term a report showing program of recitations and the classifications and grading of all pupils who have attended school at any time during the school year.

Rule VI. Teachers shall enroll pupils in the Monthly Roll, in accordance with the several grades indicating the same.

Rule VII. Any teacher who neglects or refuses to comply with Sections 1,560, 1,696 or 1,702 of the Political Code, shall be deemed guilty of misdemeanor.

#### RULES AND REGULATIONS.

##### RULES CONCERNING CERTIFICATES.

Rule I. This Board will issue Grammar School Course Certificates:

First—Upon examinations.

Second—Upon California State University diplomas when recommended by the faculty of the University.

Third—Upon Grammar School Course certificates of other counties of this State; provided, that said certificates correspond in grade and subjects with those issued by this Board.

Rule II. Grammar Grade Certificates will be issued:

First—Upon examinations.

Second—Upon life diplomas and educational diplomas of California, California State Normal School diplomas, and

Third—Upon State Normal School diplomas of other States, and life diplomas of other States.

Fourth—Upon Grammar Grade Certificates of other counties of this State; provided, that such certificates correspond in grade and subjects with those issued by this Board.

Rule III. Primary certificates will be issued:

First—Upon examination.

Second—Upon diplomas of graduation from the normal class of the Girl's High School of San Francisco, when recommended by the Superintendent of Public Instruction.

Rule IV. No certificate higher than Primary Grade will be issued to any applicant who has not had two years experience in teaching in the Public Schools; provided, that holders of State Normal School diplomas, or California State University diplomas, but one year's experience shall be required.

Rule V. Any holder of a Primary Certificate granted upon examination in this county, whose percentage upon the studies prescribed or a Primary Certificate is 85, may, upon a satisfactory examination in the additional branches required, and obtaining an average of 85 per cent., be granted a Grammar Grade Certificate.

Rule VI. Applicants for certificates, upon examination, shall be allowed extra credits for experience in teaching, to the amount of three credits for each year; provided, that such credits shall not exceed twenty-five, and that certificates obtained by such extra credits shall not be renewable.

Rule VII. Any holder of a Grammar Grade Certificate granted in this county, may, upon passing a satisfactory examination in the additional branches required, and obtaining an average of 85 per cent., be granted a Grammar School Course Certificate.

Rule VIII. Certificates will be renewed as provided in Section 1,775 of the Political Code, upon proper application, provided the Board has satisfactory evidence of the capacity and good moral character of the applicant.

Rule IX. The County Superintendent is authorized to grant Temporary Certificates in accordance with sub-division 8th of Section 1,543 of the Political Code.

Rule X. Recommendations for life diplomas and California State educational diplomas will be granted by this Board:

First—To holders of Grammar School Course, or Grammar Grade Certificates, issued upon examination in this county.

Second—To holders of Grammar Grade Certificates issued in this county in accordance with the provisions of Section 1,775 of the Political Code; provided, such certificate must have been held for at least one year preceding the application for such recommendation.

In all cases the applicants must present satisfactory evidence of good moral character and fitness for teaching.

#### RULES GOVERNING EXAMINATIONS.

Rule I. The regular sessions of the Board for the examination of teachers shall begin at 9 o'clock A. M. on the first Monday in January and June of each year.

Rule II. No applicant will be admitted after the examination has begun.

Rule III. No applicants will be received who are under 18 years of age.

Rule IV. No applicant shall obtain a certificate of any grade who fails to obtain 65 per cent. in any of the three studies, namely: Arithmetic, Grammar and Methods of Teaching (Swett's Methods and Spencer on Education.)

Rule V. Every applicant, before receiving a certificate, must subscribe to the following oath or affirmation :

"I, the undersigned, at the close of this examination, do solemnly swear (or affirm), that, prior to each session, I had no knowledge of the questions proposed; that I have neither given nor received any aid or explanation in answering them, and that my answers to the general questions are correct."

Rule VI. The studies required in examinations for Primary Certificates are as follows :

Studies.	Standard.
Arithmetic.....	100
Grammar.....	100
Orthography and Defining.....	100
Geography.....	50
U. S. History.....	50
Physiology.....	50
Methods of Teaching.....	100
Penmanship.....	50
Composition.....	50
Reading.....	50
Vocal Music.....	50
School Law.....	50
Industrial Drawing.....	50
Book-keeping.....	50
Entomology.....	50
City Government.....	50

Total.....1000

Credits required for Primary Certificate, 850, or 85 per cent.

Rule VII. Applicants for Grammar Grade Certificates shall be

examined in the following studies, in addition to those required for a Primary Certificate:

Studies	Standard.
Algebra.....	50
Natural Philosophy.....	50
Constitution United States and California.....	50
Book-keeping.....	50
Botany.....	50
Zoology.....	50
English and American Literature.....	50
Word Analysis.....	50

Total.....1400

Credits required for a Grammar Grade Certificate, 1190, or 85 per cent.

Rule VIII. Applicants for Grammar School Course Certificates shall be examined in the following studies in addition to those required for a Grammar Grade Certificate:

Studies	Standard.
Geometry (plane).....	50
Trigonometry (plane).....	50
Astronomy.....	50
Practical Entomology.....	50
Chemistry.....	50
Geology.....	50
Mineralogy.....	50
Rhetoric.....	50
Ancient History.....	50
Mediæval and Modern History.....	50
Political Economy.....	50

Total.....1950

Credits required for a Grammar School Course Certificate, 1657, or 85 per cent.

#### TO MEASURE WATER IN AN OPEN STREAM.

Take from four to twelve different points in a straight line across the stream, and measure the depth at each of these points, and, adding them together, divide by the number of measurements taken. This quotient will give you the average depth, which should be measured in feet. Multiply this average depth in feet by the width in feet, and this will give you the square feet of cross section of the stream. Multiply this by the velocity of the stream in feet per minute, and you will have the cubic feet per minute of the stream. The velocity of the stream can be found by laying off 100 feet on the bank, and then throwing a board into the stream at the middle, note the time passing over the 100 feet, and dividing the 100 feet by the time, and multiply by 60 gives the velocity in feet per minute at the surface. The velocity at the center is only 83 per cent. of that at the surface, and so only 83 per cent. should be calculated.

## Official Department.

DECEMBER, 1889.

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IRA G. HORTT, State Superintendent Public Instruction, : : : EDITOR

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### TRAVELING EXPENSES OF BOARD OF EDUCATION.

*Q.*—Is there no provision in the Political Code for the payment of the expenses of a member of the Board of Education contracted while on official business?

*A.*—The law provides that members be paid \$5 per day for their services, and that would in my opinion, include the days spent in going to and from the place of meeting.

### VISITING SCHOOLS INSTEAD OF ATTENDING INSTITUTES.

*Q.*—Can a County Superintendent or Board of Education grant a teacher the right to absent himself from an Institute for the purpose of visiting schools in another county.

*A.*—Such a privilege could not be granted under the law. See Section 1543, Sub. 7, and Section 1560.

### KEEPING SCHOLARS AFTER SCHOOL HOURS.

*Q.*—Has a City Superintendent of Schools power to enforce a rule requiring pupils under eight years of age to be kept in school more than four hours per day.

*A.*—He has not. See Sec. 1673, Political Code, also Sec. 3 of Rules and Regulations of the State Board of Education.

### TEXT BOOKS ON MORALS, ETC.

*Q.*—Section 1667, Political Code, requires instructions to be given in manners and morals, also on the nature of alcoholic drinks and narcotics. Does this require text-books, or would it satisfy the law for the teachers to give such instruction orally?

*A.*—Text-books, unless ordered by the County Board, are not imperatively necessary if a teacher is qualified to teach without them.

## HALF-DAY ABSENCES.

*Q.*—Should a record be made of half-day absences in the State gister and should such absences be counted when making the annual report to the County Superintendent?

*A.*—Records of the half-day absences should be made and be counted when reporting to the County Superintendent.

## READING BIBLE IN SCHOOL.

*Q.*—Does the Political Code prohibit reading of the Scriptures in the public schools?

*A.*—It does not. The law reads, that there shall be no sectarian denominational instruction given in the schools.

## TRUSTEES' RECORD BOOK.

A new Record Book has been issued and sent to County Superintendents to be by them distributed to the clerks of the various districts. It is to contain the records of election or appointment of trustees and clerks and the term for which each is elected and date of expiration of term of office, as well as a record of all transactions of the trustees, which must now be done in regularly called meetings. It will also contain an account of the money apportioned, State, county, library, and special funds, and their disbursement in a tabulated form. It is intended to make the records and accounts of all districts uniform and have them transmitted from one clerk to another. County Superintendents should see that trustees keep their records properly.

The State Teachers' Association is to be held at Los Angeles on December 31st and January 1st and 2nd.

There is promised an interesting programme and as there will probably be a large attendance of teachers from Southern California, it is desirable that as many as can possibly do so, shall attend from this portion of the State, thus showing a general interest in this good work and making a spirited meeting that will be both beneficial and enjoyable.

Seven County Institutes were held in the month of November, and Superintendent Hoitt attended each one.

## DECEMBER INSTITUTES.

Shasta, Dec. 16th; Tehama, Dec. 16th; Butte, Dec. 16th; Yolo, Dec. 16th; Mariposa, Dec. 16th; Merced, Dec. 16th.

The next meeting of the State Board of Education will be held on December 13th.

## AN IMPORTANT DECISION.

In the Superior Court of the County of Sonoma, State of California.

F. MCG. MARTIN, }  
*vs.*  
 SONOMA COUNTY. }

## OPINION OF COURT.

This is an action brought by the County Superintendent of Schools for the amount of her actual and necessary traveling expenses in visiting schools.

The present incumbent was elected in 1886, and went into office on the first Monday in January, 1887. Sonoma County, for the purposes of fixing the salaries of officers, is a county of the sixth class. Section 168 of the County Government Act fixes the salary of the Superintendent of Schools at Two Thousand dollars.

Section 1552 of the Political Code was amended by the Legislature at the session of 1889 so as to read :

" Section 1552. Each County Superintendent shall receive his actual, necessary traveling expenses, said expenses to be allowed by the Board of Supervisors, and to be paid out of the County General Fund, provided this amount shall not exceed ten dollars per District per annum. He shall also be allowed postage and expressage, payable out of the County School Fund, two dollars for each school district; provided that in incorporated cities, each school containing three hundred pupils shall be considered equal to one school district."

By Section 9 of Article 11 of the Constitution, it is provided that, "The compensation of any county, city, town, or municipal officer shall not be increased after his election or during his term of office; nor shall the term of any such officer be extended beyond the period for which he is elected or appointed."

It is now contended on the part of the county that section 1552 of the Political Code is not applicable to officers who were then elected, because to make it so applicable would be an increase of compensation, and therefore, in conflict with the Constitution.

The words "compensation," and "salary," are used in the Constitution synonymously. (See Section 21 and 24, Art. 6, Sec. 2, Art. 9.) It is this "salary" or "compensation" which the Legislature is forbidden to increase. But I do not perceive how the actual expenses of

holding office, that must necessarily be paid by the officer before any official duty can be performed, can be called salary or compensation. No case has been decided by our Supreme Court directly in point; but the Constitution of the State of Illinois, in respect to increasing compensation of officers, is like the Constitution of this State. In the case of *Briscoe vs. Clark County*, 10 Rep. 141, the Supreme Court of that State held that it was the compensation for the personal discharge of official duty that the Board of Supervisors could not raise, and that the expenses were to be determined by the necessity which the business of the office should develop. That being so, the allowance for expenses could be increased. The expenses incidental to the discharge of the duties of many of the offices, both state and county, are paid from the public treasury; and I have never heard it contended that such payment could be considered as "compensation" or "salary." Clerks, assessors and recorders are required by law, as a part of their duties, to record in the proper books the proceedings of the courts, the assessment of property and conveyance of property. As a matter of fact, the necessary books for these records have always been provided at the public expense; and I have heard no question raised nor has it ever, to my knowledge, been contended that the price of these books should be paid out of the amount allowed these officers for compensation or salary.

By the Constitution of 1879 it is provided, Section 17, Article 6:—"Justices of the Supreme Court and Judges of the Superior Court shall severally, at stated times, during their continuance in office, receive for their services a compensation which shall not be increased or diminished after their election." The justices of the Supreme Court created by the Constitution, were elected in 1879. In April, 1880, Section 47 of the Code of Civil Procedure was passed by the Legislature. That Section among other things, provides that "The justices and officers of the Supreme Court shall be allowed their actual travelling expenses in going to and from their respective places of residence upon the business of the Court, or to attend its sessions." The constitutionality of this provision for paying the expenses of the justices and officers of the Court has not been questioned in any judicial proceeding. And I can hardly believe that the learned and conscientious justices of the highest tribunal of the State would allow their necessary travelling expenses, in addition to their salaries to be paid out of the public treasury, unless they were well satisfied that such payment was not an increase of compensation for their services. The receipt of these expenses by these eminent jurists amounts practically to an expression of

opinion by them that the law under which these payments were made is not in conflict with the constitution.

I can see no difference between the payment of the expenses of these justices and those of the Superintendent of Schools.

It was contended that Section 32 of Article 4 of the Constitution prevents the application of Section 1552 of the Political Code to the payment of expenses of officers who had been elected when the Section was amended. I am of the opinion that the "extra compensation or allowance" which the Legislature has no power to grant, or authorize any county or municipal authority to grant, has reference to remuneration for services rendered, and not a reimbursement for expenses incidental to the discharge of official duties. The Court is of the opinion that the plaintiff is entitled to a judgment for \$12.75 the amount of her claim, and it is ordered that judgment be entered accordingly.

JOHN G. PRESSLEY,  
Superior Judge.

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At the laying of the corner stone of the Y. M. C. A. building, Senor Peraza, the Venezuelan delegate to the Pan-American Congress, remarked: "We have found the hearts of the American people grow warmer as we travel westward. In New England we were entertained as honored guests. In the Middle States we were looked upon as ambassadors from foreign lands. But when we enter the great West we are received as brothers, and we are brothers, for our common mother is America. But you have been more hospitable; you have brought us to this spot where you are to rear a building to religion, to learning and to the refinement of your ambitious youth, and to-day you make strangers a part of your history. And in the generations to come you will tell your children how on a certain day a group of men from the far Southern climes stood on this spot—strangers and yet brothers, foreigners but yet comrades—were gathered to pay the tribute of their respect to your institutions. Tell your children, too, that, though these Southern men did not speak your language, they showed by the expression of their black and flashing eyes their appreciation of the day and its meaning. And, finally, tell your children that in recognition of the greatness of your people, which is so much based upon such institutions as this will be—tell them that in recognition of this, one of these men from the far South in grateful pleasure touched *this stone* with his hand.—*The Advance*.

## Editorial Department.

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The announcement that the State Teachers' Association would hold their annual meeting at Los Angeles this winter, has been suggestive of many ideas.

During the last few years, such wonderful stories have been told about the southern country, that many of us, old residents of the northern and central parts of the state, have long had a strong desire to go South. We want to see for ourselves, Los Angeles, that city of such phenomenal growth,—we want to realize that it is mid-winter, and that we may wander at will, through orange groves, where, side by side on the trees, are the fragrant orange blossoms, and the ripened fruit.

Our road down south leads us through valleys which are fast becoming famous, not only in our own State, but in other parts of the world. Who is there who does not want to see Fresno, whose raisin interest is attracting the world's attention? Tulare presents its wonderful system of irrigation; and even the desert, a little of it, with its growth of cacti, might be interesting to some of us.

After the Institute has adjourned, with Los Angeles as a center, we may make little detours in all directions; to pretty Pasadena, with its quaint little settlement; to San Gabriel, where are still to be seen the historic ruins of the old Spanish Mission; to Redondo Beach, which the Ainsworths, father and son, are rapidly making one of the most famous sea ports of the Southern Coast, and which will be the terminus of the Union Pacific.

Then there is Santa Monica, only eighteen miles away, where one may rest and grow strong, in sight of its beautiful stretch of beach, and its great white breakers. Pomona and Riverside also claim our attention, and if one has more time, visits may be made to Santa Barbara and San Diego.

There is a certain pride that one ought to have about attending gatherings from one's own profession. They ought to be made a success, and they cannot fail to be, if each one will do his part, even if that part consists in simply lending one's presence. There is a magnetic influence, an unspoken sympathy, an enthusiasm, which results

from the gathering of a large number of people, whose work lies in parallel lines.

Aside from this is the interest that is now attached to Institutes. Formerly they were much to be dreaded, but now, since teaching is becoming a science, since so many able men are making it their profession, one goes to a teacher's gathering feeling sure that fresh inspiration will come, as one listens to the intellectual efforts of thoughtful men.

It is seldom that one can as happily combine business with pleasure. So rarely in our State do we have the opportunity of getting needed change of climate, during the December vacation, that every effort should be made to avail ourselves of this one. Special rates have been offered by the R. R. Co., and not only the teachers, but all of their friends, will be made very welcome in the "City of the Angels."

So let us hope that a large number of the teachers of the state, will begin their work next year, stronger physically, and with truer inspiration for their winter outing in the South.

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The following are the names of papers and their authors, to be read at the Los Angeles session: Address, by President Ira More; Industrial Education, Jas. G. Kennedy, Principal of the Cogswell High School, San Francisco; The Spelling Book in School, N. C. Twining, Riverside; The Teaching of Morals and Religion in Public Schools, G. H. Howison, Mills' Professor of Philosophy, University of California; Mathematics in the Common Schools, C. M. Ritter, State Normal School, Chico; Educational Discoveries, Mrs. Julia B. Hoitt, Deputy Supt. of Public Instruction; The Officers of the State System of Public Instruction as the Interpreters, Miss Caroline Furber, Riverside; Higher Education, Dr. A. C. Hirst, Pres. of the University of the Pacific; Language Teaching in the Primary and Grammar Grades, Will S. Monroe, Supt. of Public Schools, Pasadena; Industrial Education, Miss Helen Cooley, State Normal School, Los Angeles; Watchman what of the Night, J. W. Anderson, Supt. of Public Schools, San Francisco; The Spirit of the Teacher, H. E. Cox, Vice-Principal of the Santa Cruz High School; Address, Dr. Bovard, University of Southern California; The Museums of Northern Europe, Mrs. Mary W. Kincaid, Principal of the Girls' High School, San Francisco; The Proposition of the American School Trust, W. H. V. Raymond, editor of the State School Books, Sacramento; The Teachers' Reading Circle, D. C. Clark, Principal of the Santa Cruz High

School; Enthusiasm as an Element of Success, S. D. Waterman, Prin. of the Stockton High School; Clay Modeling, Miss Margaret Schallenberger, State Normal School, San Jose; The Reform School, An Important Coadjutor of the Public School System, Dr. Walter Lindley, Director of the California Reform School, Whittier, Los Angeles Co.; Numerous committee reports.

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Once more the city of Oakland has sustained a serious loss in the destruction by fire of her new High School. While the style of architecture could hardly be commended, the building was admirably arranged for High School work. The laboratory and the drawing rooms were well appointed, and the furniture of old oak, the tinted walls, the light and sun everywhere, gave a cheerful and homelike appearance to the school, much appreciated by all.

But once more the fire bell rang the alarm, and teachers and pupils gathered to witness the destruction of their building, and with it, so much that was of value in their school work.

It was with a feeling of dismay that work was resumed in Hamilton Hall, and the Synagogue, and the question of how to carry on the school in the midst of a rainy winter, became a serious one. But, as usual, the pupils have solved it, by providing for the rainy weather, and going on with their work as cheerfully as possible under the circumstances.

At present the new building is a mass of blackened ruins, with the rain trying to finish what the fire began. It is to be rebuilt at once, however, and probably will be ready for occupation by the first of March.

But much attention is being directed to high school affairs in Oakland, and in the near future a solid stone structure may be commenced, which, when finished, will be worthy to bear the name of the "Oakland High School."

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The Southern Pacific Railroad Company offer the following rates to those who wish to attend the State Teachers' Association in Los Angeles, namely one and one-third fare for the round trip, sleeping car extra. This makes the rate from San Francisco and return, exclusive of sleeper, twenty dollars.

The Steamship Company offer one and one-half rates, making the entire expense eighteen dollars and seventy-five cents.

With respect to accommodations in Los Angeles President More

writes as follows: "There will be no lack in any respect. Hotel prices for the members of the Association range from \$2.50 per day at the Nadeau and Westminster to \$1.25 at the Natic and the Grand Central. The city abounds in pleasant boarding houses whose terms are usually \$1.25 though two or three are higher, \$1.50 or \$1.75 per day. Pleasant rooms are 50 cents per day and one may board at the restaurants.

## Our Book Table.

### BOOK NOTICES.

**LITERARY LANDMARKS.** A Guide to Good Reading for Young People, and Teachers' Assistant. By Mary E. Burt, Teacher of Literature in Cook county, Normal School, Ill. Published by Houghton, Mifflin & Co., Boston and New York. Price, 75 cents.

This is a delightful book for a teacher to read. It bristles with valuable thoughts concerning books and the best reading for children. Extended lists of books for the different school grades are given with a running comment on their value. Teachers who wish to recommend books or courses of reading to their pupils will find this book of particular value.

**THE ESSENTIALS OF METHOD.** A Discussion of the Essential Form of Right Methods in Teaching. By Charles De Garmo, Ph. D. Published by D. C. Heath & Co., Boston.

Those teachers who are interested in discovering a philosophical basis upon which to rest their methods of teaching will be particularly pleased with this book. In Part I. the author discusses the Notion both Individual and General and the Assimilation of Knowledge; in Part II. "Necessary Stages of Rational Methods," and in Part III. "Practical Illustrations" to Language, Arithmetic, Reading, Geography, and History.

**SCHOOL HYGIENE** or the Laws of Health in Relation to School Life. By Arthur

Newsholme, M. D. Published by D. C. Heath & Co., Boston.

We have here in succinct form a treatise on all that which pertains to the school building as the site, the construction, the furniture, heating, ventilation, drainage, etc., and also several chapters on the school and the pupils. Mental exercise, recreation, rest and sleep, diet, dress, the eyenight and communicable diseases all are considered in a practical, common-sense way.

**THE WORLD AND ITS PEOPLE.** Book I. First Lessons. **THE WORLD AND ITS PEOPLE,** Book II. Glimpses of the World. Edited by Larkin Dunton, LL. D., Head Master of the Boston Normal School. Published by Silver, Burdett & Co., Boston.

These books form a part of a series entitled "Young Folks' Library for School and Home," and are intended to meet the needs of all children and youth of school age from the primer through the High School. The two volumes before us are adapted to first and second reader pupils.

**A FIRST BOOK IN AMERICAN HISTORY** with special reference to the lives and deeds of great Americans. By Edward Eggleston. Published by D. Appleton & Co., New York.

To those who are familiar with Mr. Eggleston's *History of the United States* published some time ago, it will be unnecessary to state that this is a most charming book. No child can possess it without

ading it and the style is so simple and interesting, and the illustrations so numerous that he must perforce remember. It is an excellent gift book.

NOTES OF LESSONS FOR YOUNG TEACHERS, with Models from actual Examination Papers. By John Taylor. 16 mo. Cloth. 50 cents. Published by the Boston School Supply Company, 16 Bloomfield St., Boston.

The author has served many of the best years of his life as principal of a large school. He has trained many who are now serving the cause of education successfully and honorably, and the methods he tested and found most valuable to them have been embodied in this little manual.

TOPICS IN GEOGRAPHY. By W. F. Nichols, A. M. Principal of Hamilton School, Holyoke, Mass. Published by D. C. Heath & Co., Boston.

This manual was prepared for the purpose of extending the course of geography in the grammar school and at the same time lessening the amount of time given to it. It is full of suggestions and no teacher can read it without profit.

NATIONAL KINDERGARTEN MANUAL, containing Model Lessons, Rules and Lectures for the Kindergarten, and the Nursery Stories, etc. By Mrs. Louise Pollock, Principal of Washington Normal Kindergarten Institute. Published by De Wolfe, Fisk & Co., Boston.

This little volume will be found useful to both the mother as well as the teacher, as it contains lessons, and exercises which any intelligent mother can use in the home.

LESSONS IN HYGIENE, or the Human Body and how to take care of it. The Elements of Anatomy, Physiology and Hygiene for Intermediate and Grammar Grades. By James Johonnot and Eugene Boulton, Ph. D. Published by D. Appleton & Company, New York.

For an elementary work this is equal to the best we have seen. The general plan of the book seems to be, not to lay a foundation for an extended study of the subject

but to give such facts as will enable the student to gain a fair knowledge of his body and how to take care of it.

LAW OF CHILDHOOD and other papers By W. N. Hailman, published by Alice B. Stockham & Co., Chicago.

In this little book of less than a hundred pages, Dr. Hailman presents four essays which will be of interest to every student of kindergarten principles and methods. They are entitled, "Law of Childhood," "The Soul of Froebel's Gifts," "The Specific Use of the Kindergarten" and "The Kindergarten—A School for Mothers."

A GREEK PRIMER, Introductory to Xenophon. By William G. Frost, A. M., Oberlin College. Published by Allyn, and Bacon, Boston. Introductory price, \$1.00

This is an admirable little book for a beginner in Greek. Particular attention is given to showing the connection between English and Greek, and to the presentation of a vocabulary which shall be of most use in future study.

THE TEACHERS MANUAL OF GEOGRAPHY. I. Hints to Teachers. II. Modern Facts and Ancient Fancies. By Jacques W. Redway. Published by D. C. Heath & Co., Boston.

The author does not intend this book to be a substitute for the ordinary geography, rather a supplement. The "Hints to Teachers" are the result of several years work and observation in the school-room. In the second part the author considers geographical traditions in the light of modern science, wherein he introduces matter not heretofore published. The teacher will find the book interesting.

STUDIES IN PEDAGOGY. By Gen. Thomas J. Morgan, A. M. D. D., Principal of the Rhode Island State Normal School; author of "Educational Mosaics." 360 pages, Cloth, Price, \$1.75. Boston, Silver Burdett & Co., Publishers.

This volume from the pen of General Thomas J. Morgan, Principal of the Rhode Island State Normal School, is the outgrowth of many years devoted to teaching,

istic character on some of  
ated of the Bahama country.

Lassetter Bynner, opens the  
umber of the ATLANTIC  
th an article of interest to the  
and especially to the student  
o, entitled "The Old Bunch of  
vern. Mr. Henry Van Brunt's  
Architecture in the West" tells  
difficulties which western archi-  
to struggle against, and the new  
architecture which is gradually  
olve the problem of making art  
with progress without losing the  
more delicate artistic sense.  
S. Shaler, of Harvard College, con-  
a paper on "School Vacations," and  
William Cranston Lawton writes about  
The Locality and its Legends."  
dope Notnor has a second paper on  
romantic lives of the "Nieces of  
in;" and "Latin and Saxon America"  
the subject of a paper by Mr. Albert  
owne. Mr. James's "Tragic Muse"  
inued, and there is an installment of  
ynner's serial, "The Begum's Daugh-  
Mr. Thomas Bailey Aldrich's "Two  
"—"A Dedication," and "Pillar'd  
and Sculptured Tower"—have the  
which distinguishes the work of the  
of the ATLANTIC.

## BOOKS RECEIVED.

WENTWORTH'S PRIMARY ARITHMETIC,  
by G. A. Wentworth, A. M. and E. M.  
Reed. Published by Ginn & Co., Boston.

BUG-JARGAL by Victor Hugo. Edited  
for schools and colleges with life, notes,  
etc. By James Boiello, B. A. Published  
by D. C. Heath & Co., Boston.

NIELS KLIM'S WALLGAHRT IN DIE UN-  
TERWELT by Ludwig Holberg. Edited  
by Eugene H. Babbitt of Harvard Uni-  
versity. Published by D. C. Heath &  
Co., Boston.

GRADATIM an easy Latin translation book  
for beginners. By H. R. Heatley, M. A.,  
and H. N. Kingdon, M. A. Revised for  
American schools by W. C. Collar, head-  
master of Roxbury Latin School, Boston.  
Published by Ginn & Co., Boston.

PASSAGES FOR PRACTICE in translation  
at sight. Part IV. Greek. By John  
Williams White, Ph. D., Professor of  
Greek in Harvard University. Pub-  
lished by Ginn & Company, Boston.

ELEMENTARY MATHEMATICAL TABLES.  
By Alexander Macfarlane, D. Sc., LL. D.  
Professor of Physics in the University of  
Texas. Published by Ginn & Co., Boston.

SPEAKING PIECES for little scholars and  
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Published by Lee and Shepard, Boston.

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